



# Dingle Elementary School

625 Elm St. • Woodland, CA 95695-3921 • (530) 662-7084 • Grades K-6

Ursula Ruffalo, Principal  
ursula.ruffalo@wjusd.org

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjusd.org

#### District Governing Board

Jake Whitaker, President

Rogelio Villagrana, Vice President

Deborah Bautista Zavala, Clerk

Morgan Childers

Kandice Richardson Fowler

Bibiana Garcia

Noel J. Rodriguez

#### District Administration

Thomas Pritchard  
Superintendent

Elodia Ortega-Lampkin  
Associate Superintendent  
Educational Services

Lewis Wiley, Jr.  
Associate Superintendent  
Business Services

Leanee Medina Estrada  
Assistant Superintendent  
Human Resource Services

### Principal's Message

Welcome to C. E. Dingle Elementary School. We are connected to our community through our rich history, traditions, and generations of Woodlanders that have attended our school. Our learning community is focused on ensuring that C.E. Dingle Elementary is an inclusive, caring, engaging, and rigorous place for all learners to participate. We are committed to meeting every learner at their point of need and supporting their educational needs by providing them with quality instruction and programs.

As one of only 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.

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 recognize that in order to bring about the greatest change in our students' lives, we must engage all stakeholders, provide time and space to hear their voices, and collaborate often to make decisions that will positively impact our students' achievement and their social emotional development. We strive to equip all students with the 21st Century skills necessary to meet the demands of our global society in a way that is culturally responsive while setting the highest expectations.

Best,  
Ursula Ruffalo, 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 9,636 students in the 2019-20 school year. C.E. Dingle Elementary School had 324 students enrolled in grades TK-6 during the 2019-20 school year.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	51
Grade 2	49
Grade 3	47
Grade 4	35
Grade 5	35
Grade 6	43
<b>Total Enrollment</b>	<b>324</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	2.5
Filipino	0.3
Hispanic or Latino	79.3
White	14.2
Two or More Races	1.2
Socioeconomically Disadvantaged	76.2
English Learners	44.4
Students with Disabilities	11.7
Foster Youth	0.3
Homeless	1.2

## 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

Teacher Credentials for Dingle Elementary	18-19	19-20	20-21
With Full Credential	16	13	13
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Woodland Joint	18-19	19-20	20-21
With Full Credential	♦	♦	404
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Dingle Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 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 September 2020, regarding textbooks in use during the 2020-2021 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>Health Connected: Puberty Talks Adopted 2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 29, 2020.

#### 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/29/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	<p>Dingle P 02:                      4: (D) Plaster or paint is damaged on the front door, the exterior needs paint as well.                      (D) Walls have damage from cracks, tears, holes or water damage as you walk in to the left.                      7: (D) Electrical components are damaged or not functioning properly the low voltage raceway on the left of the whiteboard needs to be attached.                      9: Aerator is needed on the sink.                      10: (D) Fire extinguisher is not properly mounted.                      Work order 42527.</p> <p>Dingle P 10:                      4: (D) Ceilings have damage from cracks, tears, holes, or water damage.                      7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines), need a blank plate on left backside corner of the room.                      11: (D) Paint is peeling, chipping or cracking, paint is starting to wear on exterior.                      Work order 42528.</p> <p>Dingle Portable Boys Restroom:                      4: (D) Flooring has damage from cracks, tears, holes, or water damage, sheet vinyl seam needs to be rewelded.                      Work order 42531.</p> <p>Dingle Room 1:                      4: (D) Plaster or paint is damaged on baseboards.                      (D) Walls have damage from cracks, tears, holes or water damage, the wall on the</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>window side of the classroom needs hole repair about 8 feet up.</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing, next to the sink, a double gang blank plate is needed. Work order 42535.</p> <p>Dingle Room 5:</p> <p>4: (D) Ceiling tiles are stained.</p> <p>11: (D) Paint is peeling, chipping or cracking, baseboards need paint, remedy, etc. (D) Materials labeled "keep out of reach of children" are within reach of children under the sink. Work order 42537.</p> <p>Dingle Room 6:</p> <p>4: (D) Plaster or paint is damaged on baseboards. (D) Ceiling tiles are stained. Work order 42539.</p> <p>Dingle Room P5:</p> <p>4: (D) Ceiling tiles missing, damaged or loose in the back room.</p> <p>7: (D) Electrical components are damaged or not functioning properly, low voltage data jack on the backside of the portable is missing. (D) lighting fixture or bulbs are not working or missing. Work order 42541.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	<p>Dingle P 02:</p> <p>4: (D) Plaster or paint is damaged on the front door, the exterior needs paint as well. (D) Walls have damage from cracks, tears, holes or water damage as you walk in to the left.</p> <p>7: (D) Electrical components are damaged or not functioning properly the low voltage raceway on the left of the whiteboard needs to be attached.</p> <p>9: Aerator is needed on the sink.</p> <p>10: (D) Fire extinguisher is not properly mounted. Work order 42527.</p> <p>Dingle P 10:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage.</p> <p>7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines), need a blank plate on left backside corner of the room.</p> <p>11: (D) Paint is peeling, chipping or cracking, paint is starting to wear on exterior. Work order 42528.</p> <p>Dingle Room 1:</p> <p>4: (D) Plaster or paint is damaged on baseboards.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>(D) Walls have damage from cracks, tears, holes or water damage, the wall on the window side of the classroom needs hole repair about 8 feet up.</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing, next to the sink, a double gang blank plate is needed.</p> <p>Work order 42535.</p> <p>Dingle Room P5:</p> <p>4: (D) Ceiling tiles missing, damaged or loose in the back room.</p> <p>7: (D) Electrical components are damaged or not functioning properly, low voltage data jack on the backside of the portable is missing.</p> <p>(D) lighting fixture or bulbs are not working or missing.</p> <p>Work order 42541.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>Good</p>	<p>Dingle P 02:</p> <p>4: (D) Plaster or paint is damaged on the front door, the exterior needs paint as well.</p> <p>(D) Walls have damage from cracks, tears, holes or water damage as you walk in to the left.</p> <p>7: (D) Electrical components are damaged or not functioning properly the low voltage raceway on the left of the whiteboard needs to be attached.</p> <p>9: Aerator is needed on the sink.</p> <p>10: (D) Fire extinguisher is not properly mounted.</p> <p>Work order 42527.</p> <p>Dingle P-13:</p> <p>9: (D) Sink/fountain is not working, faucet leaking.</p> <p>11: (D) Paint is peeling, chipping or cracking, paint is needed on exterior door and exterior in general.</p> <p>Work order 42529.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>Dingle P 02:</p> <p>4: (D) Plaster or paint is damaged on the front door, the exterior needs paint as well.</p> <p>(D) Walls have damage from cracks, tears, holes or water damage as you walk in to the left.</p> <p>7: (D) Electrical components are damaged or not functioning properly the low voltage raceway on the left of the whiteboard needs to be attached.</p> <p>9: Aerator is needed on the sink.</p> <p>10: (D) Fire extinguisher is not properly mounted.</p> <p>Work order 42527.</p> <p>Dingle P 10:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines), need a blank plate on left backside corner of the room.</p> <p>11: (D) Paint is peeling, chipping or cracking, paint is starting to wear on exterior.</p> <p>Work order 42528.</p> <p>Dingle P-13:</p> <p>9: (D) Sink/fountain is not working, faucet leaking.</p> <p>11: (D) Paint is peeling, chipping or cracking, paint is needed on exterior door and exterior in general.</p> <p>Work order 42529.</p> <p>Dingle Portable Girls Restroom:</p> <p>11: (D) Paint is peeling, chipping or cracking, exterior of portable restrooms need paint, caulking, etc. Work order 42533.</p> <p>Dingle Room 5:</p> <p>4: (D) Ceiling tiles are stained.</p> <p>11: (D) Paint is peeling, chipping or cracking, baseboards need paint, remedy, etc.</p> <p>(D) Materials labeled "keep out of reach of children" are within reach of children under the sink.</p> <p>Work order 42537.</p>
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	<p>Dingle Grounds:</p> <p>14: (D) Inadequate surface material in playground area (ex. fall zones have earth exposed or weed control netting exposed), fall zone needs to be distributed evenly.</p> <p>Work order 42526.</p>
<b>Overall Rating</b>	Fair	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	23	N/A	43	N/A	50	N/A
Math	17	N/A	28	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	14	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### 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 regularly for their input and ideas to strengthen our instructional program and to improve our family engagement activities.

Parents have numerous ways to be involved throughout their child's time at Dingle and this helps to develop a stronger partnership between home and school. Families may join us at any of our informal events such as Monday and Friday announcements on the playground before school, school performances e.g. (folklórico dancing, Día de Los Muertos Family Night, Winter Showcase, and Cinco de Mayo), as well as through our Parent Teacher Association (PTA) sponsored events such as 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 the English Learner Advisory Council (ELAC), which meet monthly. Parent outreach and education also includes our Latino Literacy Project and Raising a Reader program which teaches our families how to engage with their children through culturally relevant bilingual literature. Parents are invited to attend our monthly virtual STEM (Science, Technology, Engineering and Math) nights to explore science topics and experiments with their children.

Student voice at Dingle is essential and encouraged in a variety of ways. Students routinely share their input regarding their education via student surveys and student focus groups. This input is reflected in specific goals and activities tied to our School Plan for Student Achievement. Our Dingle student leadership team, which meets weekly through our After School Education and Safety program (ASES), represents student voice and leads the school's community outreach efforts e.g.. Woodland Police Department Toy Drive, Hero Squad, and the Leukemia and Lymphoma Society.

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 leadership teams, school 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).

## 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.

## 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 from early morning drop off, all recesses, and after school pick up. Visitors to the school must check in at the office and wear a visitor's badge while on campus. 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 January 7, 2020, and approved by School Site Council on January 7, 2020.

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.

## Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	1.9	6.0	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## D. Other SARC Information

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

\*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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22		4		24		3		21	1	2	
1	24		2		23		2		26		2	
2	22		2		26		2		25		2	
3	20	2			20	1	1		24		2	
4	23		2		19	2			18	1	1	
5	24		2		23		2		23	1	1	1
6	24		2		23		2		14	4	1	
Other**									70			1

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 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:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

### 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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,937	\$1,183	\$5,754	\$68,058
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.7	-1.1
School Site/ State	-29.6	-15.1

Note: Cells with N/A values do not require data.