



Dingle Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Woodland Joint Unified School District

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District Governing Board

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Tico Zendejas, Vice President
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Educational Services**

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**Senior Director
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School Description

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 a safe and caring place for all learners. 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.

Our teachers, parents, staff and community members work together to provide every student with the education needed to be successful in middle school, high school and beyond. We strive to equip our 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,
Silvia Tovar, 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 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 prepares 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 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and serves about 10,550 students. C.E. Dingle Elementary School has 379 students enrolled in grades TK-6.

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	43
Grade 2	36
Grade 3	42
Grade 4	47
Grade 5	47
Grade 6	50
Total Enrollment	343

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	0.3
Hispanic or Latino	78.7
Native Hawaiian or Pacific Islander	0
White	14.9
Two or More Races	0.6
Socioeconomically Disadvantaged	87.2
English Learners	48.4
Students with Disabilities	10.8
Foster Youth	0.3

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			
Dingle Elementary School	15-16	16-17	17-18
With Full Credential	18	18	17
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Dingle Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	18
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0.6	0	0

* "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 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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 September 12, 2017.

Cleaning Process:

The Principal works daily with the custodial staff of three (one full-time, two part-time) to ensure that the grounds, classrooms and offices are clean and safe of any potential hazards. 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 time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Girls Restroom: Broken light diffuser. Toilet paper dispenser is broken in the large stall. Ramp siding needs to be replaced. Access ramp is starting to rust. P-10: Ramp siding needs replacement. Ceiling tiles need replacement.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>P-2: Dry rot on siding on the rear of the portable. In the classroom in the rear left of portable, there is a leak, visible from the night before.</p> <p>P-7: Fire Extinguisher - 4/31/2017. Charging station cords strung across walk-way- trip hazard, the teacher needs to relocate the unit, possibly a dedicated circuit is needed as well. Below the window, the tack-board is torn.</p> <p>Portable Boys Restroom: Ceiling tiles are mismatched. One looks to be stained as well.</p> <p>Rm. 8: Tear in carpet. There is no aerator on the faucet.</p> <p>Work order numbers 26056, 26116, 26112, 26114, 26117, and 26113 were completed for needed repairs.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys Restroom- Portables:
Electrical: Electrical			X	<p>P-12: Newer carpet looks great. Door is dragging. Walls were 90% covered, not conducive to the environment. The electrical panel was not accessible.</p> <p>P-7: Fire Extinguisher - 4/31/2017. Charging station cords strung across walk-way- trip hazard, the teacher needs to relocate the unit, possibly a dedicated circuit is needed as well. Below the window, the tack-board is torn.</p> <p>Rm. 4: Lamp diffuser is broken. I.T. needs to install a plate above the door serving the low voltage data lines. No aerator on the faucet.</p> <p>Work orders numbers 26118, 26116, and 26056 were completed for needed repairs.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>Girls Restroom: Broken light diffuser. Toilet paper dispenser is broken in the large stall. Ramp siding needs to be replaced. Access ramp is starting to rust.</p> <p>Multi Purpose: Boys restroom - the vacuum breaker needs replacement. The paint on the door trim is peeling.</p> <p>Rm. 4: Lamp diffuser is broken. I.T. needs to install a plate above the door serving the low voltage data lines. No aerator on the faucet.</p> <p>Rm. 8: Tear in carpet. There is no aerator on the faucet.</p> <p>Work order numbers 26112, 26113, 26117, 26115, and 26118 were completed for needed repairs.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Multi Purpose: Boys restroom - the vacuum breaker needs replacement. The paint on the door trim is peeling. Work order number 26115 was completed for needed repairs.
Structural: Structural Damage, Roofs		X		Girls Restroom: Broken light diffuser. Toilet paper dispenser is broken in the large stall. Ramp siding needs to be replaced. Access ramp is starting to rust. P-10: Ramp siding needs replacement. Ceiling tiles need replacement. P-2: Dry rot on siding on the rear of the portable. In the classroom in the rear left of portable, there is a leak, visible from the night before. Work order numbers 26112, 26113, 26056, and 26116 were completed for needed repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P-12: Newer carpet looks great. Door is dragging. Walls were 90% covered, not conducive to the environment. The electrical panel was not accessible.
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	23	25	40	38	48	48
Math	17	18	27	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	50	50	100.0	30.0
Male	30	30	100.0	36.7
Female	20	20	100.0	20.0
Hispanic or Latino	40	40	100.0	25.0
Socioeconomically Disadvantaged	46	46	100.0	26.1
English Learners	20	20	100.0	10.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	37	30	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.8	22.7	13.6

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	182	98.38	25.27
Male	98	98	100	20.41
Female	87	84	96.55	30.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	147	146	99.32	23.29
White	26	25	96.15	36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	164	98.2	20.73
English Learners	116	115	99.14	20.87
Students with Disabilities	19	19	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.92	18.13
Male	98	98	100	18.37
Female	87	85	97.7	17.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	147	146	99.32	17.81
White	26	26	100	20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	165	98.8	15.24
English Learners	116	116	100	17.39
Students with Disabilities	19	19	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Here at C.E Dingle we believe our school works better because of the partnerships we form with families and the surrounding community. We know that parent involvement comes as early as the conversations parents have with their children about school before they even start in our Transitional Kinder and can look several different ways through the whole time children are in school. We offer several ways for parents to get involved with their children's education and help make the school a stronger institution. Join us for any of our informal events such as Coffee with the Principal once a month. You can also join us as part of our parent groups such as the PTA or the English Learner Advisory Council. If you are interested in working on policy and budgeting, you can also join our School Site Council or our District Site Liaison team. Even if you are not able to attend these events, you can stay involved by checking our website, and making sure we have your correct contact information so that you receive our weekly phone calls.

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) provides a variety of resources for parents, students and community members.

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 students is a priority of the school staff. 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. Triple AAA Safety Patrol, students from the intermediate grades, assists younger students exiting their cars during the morning drop-off. Visitors to the school must check in at the office and wear a visitor's badge while on campus. We are continuing our efforts to improve the safety of the physical campus. This year we repaved all the walkways around the portable classrooms located in the back half of our campus. We are also looking into the possibility of adding a fence around the entire campus to reduce traffic on the school campus after hours.

C.E. Dingle's Elementary School's Site Safety Plan is revised each fall 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 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.2	5.4	1.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	30

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	22	20	2	1	2	1	3	2			
1	23	20	22		1		2	1	2			
2	22	24	18	1		2	1	2				
3	28	24	21			1	2	2	1			
4	30	26	24				2	2	2			
5	31	26	24				2	2	2			
6	28	31	25				2	2	2			

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

Professional Development provided for Teachers

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,475	\$46,511
Mid-Range Teacher Salary	\$62,310	\$73,293
Highest Teacher Salary	\$86,258	\$92,082
Average Principal Salary (ES)	\$106,757	\$113,263
Average Principal Salary (MS)	\$114,823	\$120,172
Average Principal Salary (HS)	\$121,527	\$131,203
Superintendent Salary	\$211,312	\$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling Grant Title I Title II Title III Special Ed- State Medi-Cal Small Learning Communities Partnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,125	\$1,047	\$4,078	\$65,601
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-1.2	3.1
Percent Difference: School Site/ State			-28.2	-8.3

* Cells with ♦ do not require data.