Dingle Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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
Grade Span	K-6
County-District-School (CDS) Code	57727100000000

2025-26 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

2025-26 School Description and Mission Statement

Dingle Elementary School is committed to fostering bilingualism and biliteracy while maintaining high academic expectations for all students. Through rigorous, standards-aligned instruction, students develop strong literacy and academic skills in two languages, preparing them to be confident, capable learners. Our instructional program is designed to challenge students intellectually while nurturing curiosity, critical thinking, and a love of learning across content areas.

At Dingle, we proudly serve 310 students in Transitional Kindergarten through sixth grade. Our students represent a rich diversity of linguistic and sociocultural backgrounds, and we are committed to serving them with integrity, equity, and purpose. We view language and culture as strengths and intentionally nurture students' social and cultural competencies alongside academic growth. By honoring students' identities and lived experiences, we create an inclusive learning environment that supports academic success, social-emotional development, and prepares all learners to be engaged, responsible members of a global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	36
Grade 1	39
Grade 2	49
Grade 3	41
Grade 4	41
Grade 5	42
Grade 6	40
Total Enrollment	308

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	3.6
Black or African American	0.9
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	1.8
Two or More Races	3.3
White	10.4
English Learners	37
Foster Youth	1.5
Homeless	3
Migrant	5.3
Socioeconomically Disadvantaged	83.1
Students with Disabilities	15.4

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.

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)	13.7	76.59	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0.2	1.17	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	22.25	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	18	3.7	15831.9	5.67
Total Teaching Positions	17.9	100	488.5	100	279044.8	100

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.

2022-23 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)	17.7	94.66	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.34	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	18.7	100	477.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.2	100	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	17.2	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	3.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	1	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	6.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025, regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	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	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	0.0

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

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 November 5, 2025.

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	9/24/25-11/5/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Dingle portable restroom: The Facility is not properly ventilated-Exhaust fan not working properly #11284
Interior: Interior Surfaces			X	Dingle Office: Ceiling tiles have holes or stains-Ceiling tiles stained in main office, Principles office, Counselors office, Psych office, and Speech office #11300 P3: Ceiling tiles have holes or stains #11280 P10: Ceiling tiles have holes or stains #11276 P12: Ceiling tiles have holes or stains. Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-Cabinet doors under sink have water damage #11278, #11277 P8: Subflooring by sink feels soft #11275 Room 2: Rodent droppings or insect skins are evident #11295 Room 3: Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes-by front door #11286 Room 5: Ceiling tiles have holes or stains #11288 Room 6: Carpet is torn #11292 Room 7: Ceiling tiles have holes or stains #11291 Room 9: Ceiling tiles have holes or stains #11293 Dingle Staff Lounge: Ceiling tiles have holes or stains #11285
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Office: Electrical systems, components, and/or equipment appear NOT to be working properly-Light switch in C.A.F.E Specialist office sticks #11299 P3: Electrical panels are covered in the classroom #11279 P6: Light is flickering #11274

				Dingle portable restroom: Lighting is insufficient, one light is out #11283 Room 2: Electrical panel is blocked in the storage closet inside the classroom #11296 Room 5: Low voltage outside of classroom needs wire mold/removal #11289 Room 8: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-Lighting missing/broken defuser #11290 Room 9: Use of surge protectors, daisy chain of surge protectors #11290 P5: Lighting does not appear to be adequate-several lights are out #11281
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Multipurpose Room: Restrooms are NOT stocked with menstrual products in compliance with AB 367-Both restrooms missing menstrual products #11301 Dingle Office: Restrooms are NOT stocked with menstrual products in compliance with AB 367-Both staff restroom do not have a menstrual products dispenser and are not stocked #11300 District original building restrooms: Restrooms are NOT fully operational-Boys restroom furthest from the door urinal has week handle (gets stuck). Restrooms are NOT stocked with menstrual products in compliance with AB 367-Boys restroom Restrooms are NOT stocked with toilet paper, soap, and/or paper towels-Girls restroom not stocked #11302 Dingle portable bathrooms: Restrooms are NOT stocked with menstrual products in compliance with AB 367 Restrooms are NOT fully operational-Toilet in first stall continues to run and when flushing does not flush each time #11282
Safety: Fire Safety, Hazardous Materials	X			Dingle office: Plug in air fresheners are found in Nurse's office #11299 P10: Plug in air fresheners are found in classroom #11276
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Seating, tables, and equipment are NOT functional-On play structure by portable restrooms the platform is closed #11303

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	18	20	39	39	47	48
Mathematics (grades 3-8 and 11)	12	10	25	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	174	95.60	4.40	19.54
Female	91	87	95.60	4.40	19.54
Male	91	87	95.60	4.40	19.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	141	95.92	4.08	16.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	56.25
English Learners	65	58	89.23	10.77	5.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	153	148	96.73	3.27	14.19
Students Receiving Migrant Education Services	15	13	86.67	13.33	7.69
Students with Disabilities	30	29	96.67	3.33	6.90

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	179	98.35	1.65	9.50
Female	91	89	97.80	2.20	8.99
Male	91	90	98.90	1.10	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	145	98.64	1.36	7.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	65	64	98.46	1.54	1.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	5.88
Socioeconomically Disadvantaged	153	151	98.69	1.31	5.96
Students Receiving Migrant Education Services	15	15	100.00	0.00	0.00
Students with Disabilities	30	29	96.67	3.33	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.5	26.83	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00	0.00	26.83
Female	19	19	100.00	0.00	5.26
Male	22	22	100.00	0.00	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	21.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	21.62
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100%	56.5%	56.5%	56.5%	56.5%

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.

2025-26 Opportunities for Parental Involvement

At Dingle, we value parent engagement and recognize the important role collaboration plays in improving student outcomes. Our school data and future plans are shaped by meaningful feedback from our parent and community partners. Every year our families and community have the opportunity to provide feedback for school safety and improvements via parent surveys. We work closely with advisory groups such as the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) to review surveys, conduct data analysis, monitor student progress, and guide program planning.

Our Parent Teacher Association (PTA) collaborates closely with the school to ensure families are well informed about upcoming events and feel like valued partners in identifying ways to strengthen our school community. We also welcome parent and family volunteers in a variety of capacities that support instruction, school events, and student enrichment, further strengthening the Dingle community. We prioritize clear and consistent communication through weekly parent newsletters and frequent teacher updates, ensuring families receive timely, relevant information that supports student learning and engagement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	362	102	28.2
Female	190	183	43	23.5
Male	183	179	59	33.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	3	17.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	286	82	28.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	11	2	18.2
White	38	36	7	19.4
English Learners	143	141	41	29.1
Foster Youth	--	--	--	--
Homeless	19	17	12	70.6
Socioeconomically Disadvantaged	310	301	96	31.9
Students Receiving Migrant Education Services	22	22	10	45.5
Students with Disabilities	69	68	23	33.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.89	4.63	6.97	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.97	0.00
Female	2.11	0.00
Male	12.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	11.76	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.08	0.00
White	2.63	0.00
English Learners	11.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.06	0.00
Students Receiving Migrant Education Services	4.55	0.00
Students with Disabilities	8.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of all students and staff is a priority at C.E. Dingle Elementary. We ensure that teachers and noon duty supervisors supervise students throughout the day. There is a designated area for student drop-off and pick-up at the school. Our trained staff and noon duty supervise students during early morning drop off, all recesses, and after-school pick-ups. 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 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, 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 and the Dingle School Climate Survey administered to students twice yearly. The Youth Advisory Team meets to review survey data and do focus groups with the principal. The School Safety Plan was developed with input from stakeholders (staff/parent/student/teacher), and approved by School Site Council on December 15, 2025.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted regularly throughout the school year, including monthly fire evacuations and annual disaster and intruder drills. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, 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.

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
K	23	1	2	0
1	14	2	1	0
2	26	0	2	0
3	23	0	2	0
4	24	0	2	0
5	14	2	1	0
6	24	0	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	0	2	0
1	26	0	2	0
2	19	1	1	0
3	23	1	1	0
4	25	0	2	0
5	26	0	2	0
6	22	1	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	1	
1	23		2	
2	27		2	
3	20	1	1	
4	16	2	1	
5	21	1	1	
6	26		2	

2024-25 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	344

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$11,299	$2,745	$8,554	$105,819
District	N/A	N/A	$6,650	$105,580
Percent Difference - School Site and District	N/A	N/A	25.0	0.2
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-26.3	5.6

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of $10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2025--2026 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$53,155	$62,145
Mid-Range Teacher Salary	$75,690	$97,088
Highest Teacher Salary	$108,398	$120,436
Average Principal Salary (Elementary)	$123,297	$151,343
Average Principal Salary (Middle)	$129,274	$159,514
Average Principal Salary (High)	$142,605	$177,261
Superintendent Salary	$286,624	$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

During the school year, Dingle staff participated in ongoing professional development aligned with our instructional priorities and student needs. Dual Immersion teachers engaged in targeted training focused on translanguaging practices and biliteracy development to strengthen language acquisition and academic achievement in both program languages. These learning opportunities supported teachers in implementing effective instructional strategies that honor students' linguistic assets while advancing literacy skills.

Additionally, as part of the Dual Immersion Expansion Plan, Dingle staff will participate in a total of four professional development days to support the transition to a full Dual Immersion campus. The first of these professional learning days took place in November and included both certificated and classified staff. Participants engaged in learning grounded in research and best practices related to dual language instruction, building a shared understanding of dual immersion pedagogy across the campus.

In the 2024–2025 school year, the school adopted new science and social studies curricula. All teaching staff received comprehensive training on the implementation of these programs to ensure instructional coherence and fidelity. Teachers in the early grades (K–2) also received specialized professional development in early literacy, through the ABC OLE program, with an emphasis on foundational phonics and phonemic awareness to support strong reading development in the early years. Additionally, all teachers participated in training related to the state-mandated Early Reading Difficulties Risk Screener and continued professional learning focused on the implementation of Professional Learning Communities (PLCs), strengthening collaboration, data analysis, and instructional practices across grade levels. Finally, teachers have also participated in training on Guided Language Acquisition Design (GLAD) strategies to further strengthen instructional practices and support language development for all learners. The goal is to have a campus of all teachers GLAD certified.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement		11	10