Dunlap Elementary School

39667 Dunlap Road • Dunlap, CA 93621 • (559) 305-7310 • Grades P-8
Keith Merrihew, Principal
merrihew-k@kcusd.com
dunlap.kcusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Kings Canyon Joint Unified School District

1801 10th Street
Reedley, CA 93654
559.305.7010
www.kcusd.com

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School Description

School Description Dunlap Elementary is located in the mountains northeast of Reedley and serves students in the Squaw Valley, Dunlap, and Miramonte areas. Our students promote to Reedley High School, Orange Cove High School, Reedley Middle College High School and Dunlap Leadership Academy. The school served approximately 400 students in grades K-8 during the 2018-19 school year and included a staff of 20 teachers.

Mission

Dunlap School, in partnership with all stakeholders, will create a positive and encouraging academic environment that will support the social emotional needs of all students. Through high expectations and rigorous instruction, we will produce independent and creative thinkers.

Vision

Through a manner of mutual respect, Dunlap School will embrace a collaborative spirit that creates a supportive community of lifelong learners that thrives on high expectations.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	42
Grade 2	45
Grade 3	49
Grade 4	43
Grade 5	39
Grade 6	38
Grade 7	34
Grade 8	39
Total Enrollment	378

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	2.1
Asian	2.1
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.5
White	59.5
Two or More Races	9.8
Socioeconomically Disadvantaged	68.8
English Learners	8.5
Students with Disabilities	5.3
Foster Youth	0.5

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 Dunlap Elementary	17-18	18-19	19-20
With Full Credential	12	16	16
Without Full Credential	3	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	17-18	18-19	19-20
With Full Credential	♦	♦	412
Without Full Credential	♦	♦	45
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Dunlap Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

All textbooks are CA standards aligned, have gone through the specified adoption process, and have been approved by the KCUSD Board of Trustees. Sufficient texts are available for every Dunlap student to ensure that each student has the necessary texts in the listed subject areas.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-8 Engage NY, June 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	K-8 Engage NY, June 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	K-5 MacMillan/McGraw-Hill: California Science, 2007 edition Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, California Social Studies, 2005 edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Dunlap Elementary School has 24 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1950. Additional classrooms were constructed in 1977, 1979, 1984, and additional relocatable classrooms were constructed in1985 and 1996. Construction of a new multipurpose room / gymnasium / cafeteria was completed in August of 2010. Renovations were made to current facilities for the creation of a new school library and computer lab and completed in May of 2014. Safe Passage improvements were made to Dunlap School with the completion of a new crosswalk in the front of the school in November of 2017.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Over the summer of 2013 building doors and trim were repainted giving the school a clean appearance. In the spring of 2012 all lighting systems were inspected and upgraded along with air conditioning thermostats to maximize energy conservation. During the summer of 2014 two classrooms were completely renovated adding new carpet, paint and technologies related to instruction were added. Blacktop areas were replaced in the summer of 2016. In the summer of 2017, the primary building and intermediate quad building were completely renovated. In 2019 new artificial turf was installed in the intermediate quad area and in front of the primary building.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Fire alarm issue
Structural: Structural Damage, Roofs	Fair	Roof leaks in rooms 7,8,9,27,36,38
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	DigiTech to follow up with fire control panel issue Brooks and Associates to survey roof leaks. Back up emergency lights in room 6 do not work, Durham Construction to follow up as warranty claim.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	48	49	52	50	50
Math	37	40	36	40	38	39

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.6	22.0	12.2

Note: 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.

School Year 2018-19 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	242	236	97.52	47.88
Male	121	117	96.69	37.61
Female	121	119	98.35	57.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	67	65	97.01	33.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	137	97.16	51.82
Two or More Races	24	24	100.00	79.17
Socioeconomically Disadvantaged	169	163	96.45	44.79
English Learners	26	25	96.15	24.00
Students with Disabilities	24	23	95.83	8.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	243	238	97.94	39.50
Male	122	118	96.72	36.44
Female	121	120	99.17	42.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	67	66	98.51	22.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	137	97.16	45.26
Two or More Races	24	24	100.00	62.50
Socioeconomically Disadvantaged	170	165	97.06	38.18
English Learners	26	26	100.00	23.08
Students with Disabilities	24	23	95.83	8.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
Parent involvement and communication are essential to our school success. Dunlap Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, chaperone field trips, and assist with book fairs and fundraisers. Parents also serve on advisory committees and leadership teams, including the Parent Teacher Club (PTC), School Site Council (SSC), District Advisory Committee (DAC), English Learner Advisory Council (ELAC), and District English Learner Advisory Council (DELAC).

Home and school communication is enhanced through the monthly Bobcat Brief, monthly Parent Teacher Club newsletters, parent/teacher conferences, the student/parent handbook, the school website, the school messenger telephone messaging system, student report cards, and other regular communication activities.

Parents who would like more information on how to become involved may contact Principal Keith Merrihew at (559) 305-7310.

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 and staff is a primary concern of Dunlap Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in February 2019 and discussed with the Dunlap School Site Council in February 2019 and then shared with the Dunlap staff in August of 2019. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	14.1	5.6	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	5.4	3.1
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	2	1		27		2		25		2	
1	23		2		21	1	1		21	1	1	
2	26		1		22		2		23		2	
3	27		2		20	2			25		2	
4	39			1	37			1	29		1	
5	41			1	40			1	27		2	
6	23	6	6	1	19	12		1	21	12		1
Other**												

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Professional development at Dunlap Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and is consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

In the 2016-19 school years Dunlap School focused on implementing the newly adopted Engage NY curriculums in both ELA and math. Training was provided to support teacher implementation and understanding of how they should best utilize these curricular resources. There was also a focus on the integration and emphasis of targeted vocabulary through the use of response frames and front loading activities. These practices were adopted to support all student learning, especially English Language Learners. Regular grade level PLC meetings serve as a platform for grade level specific trainings and the sharing of best practices. Site based PLC meetings are held every other Wednesday to provide grade level support of direct instruction strategies, data collection and ongoing common core training and support. Teachers are allowed release time to plan for instruction/intervention and to observe other teacher's lessons at other school sites.

In the 2017-18 and 2018-19 school years Dunlap School contracted with the English Learner Group who provided training on the ELD Framework and Standards. Teachers were taught how to understand the ELD standards and how it fits with the framework in developing designated and integrated approaches to instruction in each content area.

School administration performs walkthrough observations daily in each classroom. Monthly goals are established to improve instructional delivery and benefit student achievement. Administration provides real-time coaching during walkthroughs and always provides feedback to teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,146	$49,084
Mid-Range Teacher Salary	$67,239	$76,091
Highest Teacher Salary	$98,167	$95,728
Average Principal Salary (ES)	$119,221	$118,990
Average Principal Salary (MS)	$126,064	$125,674
Average Principal Salary (HS)	$129,143	$137,589
Superintendent Salary	$205,073	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$ 8,619.30	$ 946.12	$ 7,673.19	$ 71,233.12
District	N/A	N/A	$ 7,579.82	$72,534.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.1	-200.0
School Site/ State	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Local Control Funding is the general fund dollars we receive from the state. It is used to provide the base educational program.

Title 1 - funding from Title 1 is used to provide intervention activities during the regular day and after school hours. It is also used to promote parent involvement.

After School Education and Safety Grant (ASES) provides after school activities and transportation for students to extend the school day.

Positive Behavior and Intervention Strategies (PBIS) through Fresno County Office of 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).

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.