

Dunbar Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Dunbar Elementary School
Street	11700 Dunbar Rd.
City, State, Zip	Glen Ellen, CA 95442-9611
Phone Number	707-935-6070
Principal	Jillian Beall
Email Address	jbeall@sonomaschools.org
Website	www.dunbarschool.org
County-District-School (CDS) Code	49 70953 6052252

Entity	Contact Information
District Name	Sonoma Valley Unified School District
Phone Number	707-935-6000
Superintendent	Socorro Shiels
Email Address	msilvi@sonomaschools.org
Website	www.sonomaschools.org

School Description and Mission Statement (School Year 2019-20)

Dunbar is a small community school located in a country setting and surrounded by oak trees. The school strives to nurture the intellectual, physical, and social growth of each student in a caring and supportive environment. We believe that the purpose of education is to provide every child with an equal opportunity to access the entire curriculum. We want all students to succeed academically and socially and to become empowered, caring, productive individuals.

The school has an enhanced arts and environmental curriculum for all students. Students love being in class as much as they enjoy the art room and the school garden. We have also added an AVID Elementary program TK-5, with a focus on preparing all scholars for college and career readiness. We believe that closing the opportunity and achievement gap starts with us in TK/K. Our school's staff encourages lifelong inquiry and creativity and prepares students for an ever-changing technological world. We believe that our students' success comes from the teamwork of teachers, staff, parents, and the community. In the school year, we created a school vision, Opening Doors for Every SCHOLAR, focusing on the components of supportive and nurturing environments, collaborative community, honor the past prepare for the future, opportunities for all, lead and learn, awaken the potential in every learner, and recognize and develop individual strengths. Through this vision, we aim to support each and every scholar towards readiness in college and career beginning in TK.

During the 2007-08 school year, Dunbar celebrated its 150th year as an elementary school in Sonoma's Valley of the Moon and we are now looking to celebrate 162 years. We continue to grow with the dedication of our faculty, staff, parent volunteers and supportive community. The School Site Council and Friends of Dunbar School/Parent Teacher Organization (FODS/PTO), along with student leadership have worked together to identify school needs, share information, and coordinate funding. Please call us at (707) 935-6070 if you would like to learn more about our small, team-based school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	41
Grade 1	24
Grade 2	32
Grade 3	39
Grade 4	26
Grade 5	36
Total Enrollment	198

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.5
Asian	0.5
Hispanic or Latino	68.7
White	18.2
Two or More Races	4
Socioeconomically Disadvantaged	83.3
English Learners	56.6
Students with Disabilities	19.7
Foster Youth	2
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential		12	13	207
Without Full Credential		1	3	12
Teaching Outside Subject Area of Competence (with full credential)			0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	1
Total Teacher Misassignments*		0	1
Vacant Teacher Positions		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)

Year and month in which data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw Hill Treasures/Tesoros de Lectura Adopted May 2010 K-5 Writing: Heineman Lucy Calkins Units of Study Writing, Adopted October 2015	Yes	0
Mathematics	The Math Learning Center: Bridges in Mathematics, Adopted May 2017	Yes	0
Science	Macmillan/McGraw Hill California Science, Adopted May 2007	Yes	0
History-Social Science	K-2: Houghton-Mifflin History-Social Science, Adopted May 2006 Gr. 3-5: Scott Foresman History-Social Science for CA, Adopted May 2006	Yes	0
Health	Macmillan Health and Wellness, Adopted May 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are in good condition. While some of our buildings contain classic features such as cloak rooms and large, sunny windows, in the past fifteen years there was modernization of the classrooms, library, and administration building. Our PTO purchased a new computer lab for our school during the 2008-09 school year. The multi-purpose room has attractive wood floors and serves as our cafeteria as well as the place for school assemblies and large school functions. The school landscaping is beautiful, and we have up-to-date playground equipment. A covered walkway protects students and staff on rainy days. We also erected a solar energy array of panels that double as a shade structure for our playground. We are creating a cool picnic area for student use complete with murals on the support poles. Our facilities contain the best elements of a classic and modern school.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 08/22/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Office: Stained ceiling tiles in room 7 All deficiencies have been assigned work requests.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Light out in admin restroom. Work request assigned.
Safety: Fire Safety, Hazardous Materials	Fair	Room 1 needs fire extinguisher mounted on wall. Work request assigned.
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	31	42	43	50	50
Mathematics (grades 3-8 and 11)	17	21	29	28	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	90	97.83	2.17	31.11
Male	59	58	98.31	1.69	27.59
Female	33	32	96.97	3.03	37.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	58	58	100.00	0.00	22.41
Native Hawaiian or Pacific Islander					
White	22	20	90.91	9.09	60.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	77	77	100.00	0.00	22.08
English Learners	61	61	100.00	0.00	19.67
Students with Disabilities	21	19	90.48	9.52	15.79
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	90	97.83	2.17	21.11
Male	59	58	98.31	1.69	20.69
Female	33	32	96.97	3.03	21.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	58	58	100.00	0.00	18.97
Native Hawaiian or Pacific Islander					
White	22	20	90.91	9.09	30.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	19.48
English Learners	61	61	100.00	0.00	18.03
Students with Disabilities	21	19	90.48	9.52	10.53
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	14.3	11.4

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.

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)

Dunbar has a vibrant volunteer program that includes parents, grandparents and retired community members. The school has an active School Site Council that is responsible for reviewing and implementing the school action plan that includes the categorical budget and school programs.

The English Language Advisory Committee (ELAC) supports the parents of students whose primary language is not English and makes recommendations on curricular changes in the area of English Language Development. This group also assists in developing ways for parents to take an active role in their student's school life.

Friends of Dunbar School, a non-profit organization founded in 2001, was created to raise funds for student enrichment and to ensure well-rounded educational opportunities for our students. They have since combined with the Parent Teacher Organization and together the FODS/PTO supports our students' academic and social success. Our parent group provides volunteers and support for extra-curricular activities through fundraisers.

Parents support their child's education by volunteering in classrooms, working on art projects, attending field trips and participating in extra-curricular activities such as movie night and other fund-raising activities designed for both the parents and students. Parents also attend Back-to-School Night and Open House. Child care is provided for many events that require parents to attend without their children. Additionally, we have monthly Coffee Talks with the Principal, aimed at bringing families on campus to connect and converse on parent chosen topics. Further, we have weekly schoolwide assemblies during which we recognize student achievement. All families are invited to participate in this weekly community gathering.

An added component is networking with local non-profit agencies such as the Rotary Club, Schools of Hope and Friends of Dunbar School (FODS). They are reaching out to help families feel welcome and connected to our school.

For more information about how you can become involved and support Dunbar School, contact our principal, Jillian Beall, at (707) 935-6070.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	5.1	3.3	5.3	3.3	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We ensure that Dunbar is a safe school in a manner consistent with Federal law, the California Education Code, governing board policies, and district administrative rules. To ensure student discipline and safety, the school staff adheres to the procedures outlined in the Dunbar Elementary School Student Discipline Plan. Documents are updated annually and shared with staff and the school families. We also have a School Safety Plan that is reviewed annually and by our School Site Council. We are currently revising and updating our plan. We practice regular safety procedures including fire drills, school lock-downs, earthquake preparedness and fire safety. Fire safety assemblies are conducted annually by the local fire department. We also do school-wide safety programs such as PBIS Safe School Ambassadors, and Responsive Classroom. As a staff, we are currently participating in a series of trauma trainings, with a focus on fostering a trauma-informed school environment that aims to support our students academically, socially, and emotionally.

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.

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	20	2			19	2			20	1	1	
1	19	2			21		1					
2					24		2					
3	22		3		27		1		21	1	2	
5	21	1	3		33		3	1	22	1	2	
Other**	8	1			8	2			14	1	1	

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

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

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

Title	Ratio
Academic Counselors*	330.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,069	\$4,154	\$6,915	60,531.77
District	N/A	N/A	\$7,237	\$65,909.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-4.4	-3.3
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	5.2	-13.1

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 (Fiscal Year 2018-19)

Dunbar utilizes a multi-tiered system of support. Our first tier targets best first instruction and supplemental support through differentiated instruction. Our second tier incorporates intervention classes during the school day with our intervention teacher. Intervention programs help students who need additional help with English or math. Our goal is that all students are reading at grade level by the end of third grade and are English proficient by the time they leave elementary school.

The FODS/PTO and student leadership also raise money to enhance the physical and intellectual environment at Dunbar. We have received generous grants and donations from many organizations, including the Sonoma Valley Education Foundation, the Occidental Ecology center, the Wine Country Film Festival, the Rotary Club and Plein Air. Additionally, our school events such as our Halloween carnival and the Lassetter Family Winery supports our garden efforts. Funds raised or donated support technology goals, our garden, our art center, field trips, and other enrichment activities designed to support and enhance our standards based learning.

We have used both State and Federal monies to provide our students with support services, including additional adults, such as instructional assistants in the classroom to support student learning. We also utilize a bilingual community liaison to provide outreach, communication and a sense of belonging to all our families at Dunbar. Finally, we use our funds to purchase supplemental materials for students who need extra help in reaching their achievement goals. All students are focused on reaching proficient and advanced levels of performance at Dunbar Elementary School.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,712	\$46,208
Mid-Range Teacher Salary	\$63,869	\$72,218
Highest Teacher Salary	\$79,852	\$92,742
Average Principal Salary (Elementary)	\$106,000	\$134,864
Average Principal Salary (Middle)	\$111,076	\$118,220
Average Principal Salary (High)	\$129,096	\$127,356
Superintendent Salary	\$192,000	\$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development (Most Recent Three Years)

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

2016-17 - 5 days

2017-18- 5 days

2018-19 - 5 days

Districtwide PD opportunities offer multiple experiences pertaining to moving forward the work we have been focusing on (Bridges Math, equity, SEL, ELD, AVID, etc.). These days are all day non student days in which educators are able to engage in learning throughout the course of the day. At site, we have offered professional learning as outlined in our school site plan. These include focuses on areas such as AVID (supporting all learners in achieving high expectations), Trauma Informed Practices, etc. The methods vary from during school with release time, summer conferences, individual mentoring, after school workshops, etc. Teachers and staff are supported in implementation through our grade-level collaboration times, in-class coaching and check ins, and staff meetings.