

Dunlap Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	Dunlap Elementary School
Street	39667 Dunlap Road
City, State, Zip	Dunlap, CA 93621
Phone Number	(559) 305-7310
Principal	Keith Merrihew
Email Address	merrihew-k@kcsd.com
School Website	https://dunlap.kcsd.com/
County-District-School (CDS) Code	10622656006753

2023-24 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcsd.com
District Website	https://www.kcsd.com/

2023-24 School Description and Mission Statement

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 Kings Canyon Online. The school serves approximately 470 students in grades K-8 and includes a staff of 23 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 with strong communication skills.

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	40
Grade 2	41
Grade 3	41

Grade 4	38
Grade 5	52
Grade 6	43
Grade 7	57
Grade 8	50
Total Enrollment	418

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	1.4%
Asian	3.1%
Hispanic or Latino	41.9%
Two or More Races	7.4%
White	45.7%
English Learners	10.5%
Foster Youth	0.7%
Homeless	1.2%
Migrant	1.7%
Socioeconomically Disadvantaged	73%
Students with Disabilities	9.6%

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.

2020-21 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)	11.00	55.00	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	10.00	17.30	4.22	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	17.65	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	3.40	17.30	23.30	5.68	18854.30	6.86
Total Teaching Positions	20.00	100.00	410.90	100.00	274759.10	100.00

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.

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)	16.60	87.53	348.80	80.05	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	10.53	18.00	4.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.89	31.60	7.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	26.60	6.10	11953.10	4.28
Unknown	0.00	0.00	10.60	2.44	15831.90	5.67
Total Teaching Positions	19.00	100.00	435.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.50	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.50	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	39.4	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK - 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3-5 EngageNY, 2014 - English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts#https://www.engageny.org/resource/grade-4-english-language-artshttps://www.engageny.org/resource/grade-5-english-language-arts June 2014 Grades 6-8 Engage NY, 2014 - English Language Arts https://www.engageny.org/resource/grade-6-english-language-artshttps://www.engageny.org/resource/grade-7-english-language-artshttps://www.engageny.org/resource/grade-8-english-language-arts June 2014 Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition	Yes	0%
Mathematics	Grade TK-8 Great Minds: Eureka Math	Yes	0%

	2018 edition		
Science	TK-8 Amplify Science, 2020	Yes	0%
History-Social Science	Grades K-5: Scott Foresman, 2006 Editions Kinder - Here we Go 1st Grade - All Together 2nd Grade - People and Places 3rd Grade - Communities 4th Grade - Regions 5th Grade - The United States Grades 6-8: Holt, 2006 Editions 6th Grade - World History- Ancient Civilizations 7th Grade - World History-Medieval to Early Modern Times 8th Grade - United States History	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		NA
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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 25 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 in 1985 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 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. In the spring of 2023 a new portable classroom was added to the intermediate area of campus. We also had a new well installed to secure water for the future in the fall of 2023.

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

School Facility Conditions and Planned Improvements

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. In 2021, a new parking lot was installed in front of the primary building, which added 35 new parking spots to the front of our campus. In addition, the blacktop area behind the primary building was also replaced to make improvements for student passage and watershed. All blacktop areas on campus were resealed in summer of 2022.

Year and month of the most recent FIT report

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Lower level field - 2 drinking fountains water turned off
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 12 - Dry rot at west side @ base of T-1-11
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	45	47	49	47	46
Mathematics (grades 3-8 and 11)	31	40	34	36	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	284	280	98.59	1.41	44.64
Female	135	133	98.52	1.48	48.12
Male	149	147	98.66	1.34	41.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	122	120	98.36	1.64	35.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	43.75
White	135	134	99.26	0.74	53.73
English Learners	26	25	96.15	3.85	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	204	99.51	0.49	41.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	7.41

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	279	98.94	1.06	39.78
Female	135	133	98.52	1.48	39.85
Male	147	146	99.32	0.68	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	121	119	98.35	1.65	31.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	37.50
White	134	134	100.00	0.00	50.75
English Learners	26	25	96.15	3.85	8.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	204	203	99.51	0.49	35.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	11.11

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.45	23.08	22.54	24.28	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	104	104	100.00	0.00	23.08
Female	55	55	100.00	0.00	10.91
Male	49	49	100.00	0.00	36.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	18.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	50	100.00	0.00	30.00
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	77	100.00	0.00	14.29
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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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%	100%	100%	100%	100%
Grade 7	91.7%	91.7%	91.7%	91.7%	92%
Grade 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

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 during regular school year proceedings. 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 parent/teacher conferences, the student/parent handbook, the school website, the Parent Square 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	471	449	161	35.9
Female	226	212	78	36.8
Male	245	237	83	35.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	4	66.7
Asian	17	17	3	17.6
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	195	188	74	39.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	32	9	28.1
White	216	202	69	34.2
English Learners	59	54	14	25.9
Foster Youth	12	6	1	16.7
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	357	338	130	38.5
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	51	51	26	51.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.24	8.20	13.59	0.53	4.65	5.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.59	0
Female	7.52	0
Male	19.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	14.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.63	0
White	13.43	0
English Learners	5.08	0
Foster Youth	16.67	0
Homeless	0	0
Socioeconomically Disadvantaged	13.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	25.49	0

2023-24 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 2023, shared with the Dunlap staff in August of 2023 and discussed with the Dunlap School Site Council in October 2023. 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.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	10	4		
1	13	3		
2	15	2		
3	19	1	1	
4	22		2	
5	16	3		
6	22	6		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25		2	
1	20	1	1	
2	12	3		
3	16	2		
4	22		2	
5	25		2	
6	30		6	1

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	19	1	2	0
1	20	2	0	0
2	21	1	1	0
3	21	1	1	0
4	19	2	0	0
5	26	0	2	0
6	23	0	12	1
Other	0	0	0	0

2022-23 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	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,674.41	\$2,240.98	\$8,433.43	\$73,433.32
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	-5.9	-4.6
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	24.5	-12.4

Fiscal Year 2022-23 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. Puente Program through KCUSD

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,419	\$54,190
Mid-Range Teacher Salary	\$74,924	\$85,111
Highest Teacher Salary	\$109,387	\$104,999
Average Principal Salary (Elementary)	\$130,031	\$132,492
Average Principal Salary (Middle)	\$142,159	\$140,987
Average Principal Salary (High)	\$159,671	\$153,884
Superintendent Salary	\$253,382	\$255,503
Percent of Budget for Teacher Salaries	23.07%	32.09%
Percent of Budget for Administrative Salaries	5.02%	5.25%

Professional Development

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 2021-23 school years Dunlap School focused on the ongoing implementation of the 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 2021-23 school years, Dunlap School has been working on improving instruction in writing and written articulation in math through the explanation of reasoning. There is a systematic approach to writing at Dunlap School that has been vertically articulated from grades 2-8. Ongoing professional development is being provided to build teacher capacity. Regular analysis of data and practice regarding these areas are explored through weekly collaborative meetings in each grade level. In the 2022-23 school year, Dunlap School has adopted the thinking classrooms methodology of math instruction in K-8. There has been ongoing training and support targeted at improving implementation.

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42