

Dunlap 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	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/
Grade Span	P-8
County-District-School (CDS) Code	10622656006753

2025-26 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/

2025-26 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 420 students in grades K-8 and includes a staff of 24 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	65
Grade 1	29
Grade 2	47
Grade 3	49
Grade 4	44
Grade 5	42
Grade 6	43
Grade 7	53
Grade 8	47
Total Enrollment	419

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	2.4
Asian	3.1
Hispanic or Latino	42.5
Two or More Races	7.9
White	43.4
English Learners	11.2
Homeless	4.5
Migrant	2.4
Socioeconomically Disadvantaged	76.8
Students with Disabilities	10.5

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.

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)	16.6	87.53	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	2	10.53	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.89	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0	0	10.6	2.44	15831.9	5.67
Total Teaching Positions	19	100	435.7	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)	14.5	72.99	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	15.01	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	1.3	6.95	8.7	2.03	14303.8	5.15
Total Teaching Positions	19.9	100	431.5	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)	15.1	75.8	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.8	24.15	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	14	3.19	13705.8	4.91
Total Teaching Positions	20	100	440.4	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	0.00	3	4
Misassignments	0.30	0	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	3	4.8

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)	5.2	0	8.5
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

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 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	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 National Geographic Learning Inside Fundamentals National Geographic Learning Inside Level A Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition	0%
Mathematics	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-8 Great Minds: Eureka Math 2018 edition	0%
Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-8 Amplify Science: https://amplify.com/science-california-review/ 2020	0%
History-Social Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ 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	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

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

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. 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. 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. In 2023, all lighting systems were inspected and upgraded along with air conditioning thermostats to maximize energy conservation. In the fall of 2024, a new digital marquee was added to the front of the school. In 2025, we added a large shop, chicken coop and industrial grade greenhouse to support the Dunlap School Ag Program.

Year and month of the most recent FIT report

8/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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.

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)	52	59	51	56	47	48
Mathematics (grades 3-8 and 11)	44	51	38	42	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	275	268	97.45	2.55	59.33
Female	141	139	98.58	1.42	66.91
Male	134	129	96.27	3.73	51.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	120	118	98.33	1.67	54.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	55.56

White	122	118	96.72	3.28	66.95
English Learners	25	23	92.00	8.00	30.43
Foster Youth	0	0	0	0	0
Homeless	15	13	86.67	13.33	46.15
Military	--	--	--	--	--
Socioeconomically Disadvantaged	172	167	97.09	2.91	55.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	30	93.75	6.25	36.67

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	275	270	98.18	1.82	51.48
Female	141	139	98.58	1.42	47.48
Male	134	131	97.76	2.24	55.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	120	120	100.00	0.00	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	50.00
White	122	118	96.72	3.28	62.71
English Learners	25	25	100.00	0.00	8.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	33.33
Military	--	--	--	--	--

Socioeconomically Disadvantaged	172	169	98.26	1.74	46.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	30	93.75	6.25	23.33

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)	33.98	48.28	24.87	28.74	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	89	87	97.75	2.25	48.28
Female	42	41	97.62	2.38	46.34
Male	47	46	97.87	2.13	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	32	96.97	3.03	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.92	4.08	44.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

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%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	NA	NA	NA	NA	NA

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
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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	461	450	84	18.7
Female	233	229	44	19.2
Male	228	221	40	18.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	199	193	39	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	1	3.0
White	201	198	41	20.7
English Learners	50	50	6	12.0
Foster Youth	--	--	--	--
Homeless	21	20	1	5.0
Socioeconomically Disadvantaged	370	361	74	20.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	62	16	25.8

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
13.59	9.31	13.45	5.93	6.38	5.61	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	0	0	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	13.45	0.00
Female	5.15	0.00
Male	21.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.76	0.00
White	13.93	0.00
English Learners	8.00	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	14.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.70	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

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 and approved by the governing board in February 2025, shared with the Dunlap staff in August of 2025 and discussed with the Dunlap School Site Council in October 2025. 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.

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

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	14	2	0	0
1	25	0	2	0
2	24	0	2	0
3	21	1	1	0
4	22	0	2	0
5	22	1	1	0
6	26	1	12	1
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	24		2	
1	15	2		
2	24		2	
3	25		2	
4	22		2	
5	21	1	1	
6	20	3	12	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	\$10,569.30	1,374.07	9,195.23	\$86,916.19
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	-5.1	0.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-15.8	-8.6

Fiscal Year 2024-25 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 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	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

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 2021-25 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 2021-25 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 2022-24 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42