



Dunlap Elementary School

39667 Dunlap Road • Dunlap, CA 93621 • (559) 305-7310 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

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District Governing Board

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Roberto Gutierrez
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**Assistant Superintendent, Business
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Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

School Description Dunlap Elementary is located in the mountains northeast of Reedley and serves students in the Squaw Valley, Dunlap, and Miramonte areas. Our students transfer to Reedley High School, Orange Cove High School, Reedley Middle College High School and Dunlap Leadership Academy. The school served approximately 400 students in grades K-8 during the 2016-17 school year and included a staff of 20 teachers. Dunlap School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. School Mission Statement In order for Dunlap Elementary School to be an exemplary school, it must have a clear focus and well developed and communicated goals, centered on student achievement and learning for all; that involves all the stakeholders in transforming ideas into reality. All staff work together in collaborative teams to seek and implement best teaching practices and monitor student progress to ensure the highest level of learning for all of our students. It is the mission of Dunlap Elementary School to provide its students with every opportunity to meet the needs and ensure that every child has experiences that promote the highest level of learning.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	54
Grade 1	45
Grade 2	44
Grade 3	35
Grade 4	39
Grade 5	41
Grade 6	43
Grade 7	30
Grade 8	35
Total Enrollment	366

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.9
Asian	1.9
Filipino	0
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.3
White	61.2
Two or More Races	11.5
Socioeconomically Disadvantaged	72.7
English Learners	8.7
Students with Disabilities	5.5
Foster Youth	1.1

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			
Dunlap Elementary School	15-16	16-17	17-18
With Full Credential	17	19	12
Without Full Credential	1	0	3
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	423
Without Full Credential	◆	◆	23
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dunlap Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-8 Engage NY, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-8 Engage NY, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 MacMillan/McGraw-Hill: California Science, 2007 edition Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Dunlap Elementary School has 24 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1950. Additional classrooms were constructed in 1977, 1979, 1984, and additional relocatable classrooms were constructed 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 and computer lab and completed in May of 2014. Safe Passage improvements were made to Dunlap School with the completion of a new crosswalk in the front of the school in November of 2017.

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

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

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

Over the summer of 2013 building doors and trim were repainted giving the school a clean appearance. In the spring of 2012 all lighting systems were inspected and upgraded along with air conditioning thermostats to maximize energy conservation. During the summer of 2014 two classrooms were completely renovated adding new carpet, paint and technologies related to instruction were added.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				Rodent holes in playfield / Eagle shield to provide pest control service.
Electrical: 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 Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	40	41	45	47	48	48
Math	25	28	27	32	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	51	53	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.2	7.3	12.2
7	17.6	20.6	41.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	90	90	100.0	53.3
Male	47	47	100.0	51.1
Female	43	43	100.0	55.8
Hispanic or Latino	19	19	100.0	42.1
White	55	55	100.0	61.8
Socioeconomically Disadvantaged	64	64	100.0	46.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	227	98.7	40.97
Male	117	114	97.44	27.19
Female	113	113	100	54.87
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	53	53	100	20.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	133	98.52	43.61
Two or More Races	32	31	96.88	70.97
Socioeconomically Disadvantaged	172	171	99.42	35.67
English Learners	23	23	100	8.7
Students with Disabilities	16	16	100	25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	228	99.13	27.63
Male	117	115	98.29	21.74
Female	113	113	100	33.63
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	53	53	100	7.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	134	99.26	32.84
Two or More Races	32	31	96.88	45.16
Socioeconomically Disadvantaged	172	171	99.42	25.15
English Learners	23	23	100	4.35
Students with Disabilities	16	16	100	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school success. Dunlap Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

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

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in February 2016 and discussed with the Dunlap School Site Council on February 8, 2017 and then shared with the Dunlap staff in August of 2017. An updated copy is available to the public at the school office.

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

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	11.8	11.1	14.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	61.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	0.4
Social Worker	0.5
Nurse	0.4
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	29	29				2	2	2			
1	24	20	24		1		1	1	1			
2	24	18	26		1		2	1	2			
3	32	19	27		1		1	1	1			
4	31	20	29		1		1	1	1			
5	30	16	23		2	1	2	1	2			
6	27	27	20	2	2	6	2	2	4	4	4	2

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

Professional Development provided for Teachers

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 2015-17 school years Dunlap School focused on implementing the newly adopted Engage NY curriculums in both ELA and math. Training was provided to support teacher implementation and understanding of how they should best utilize these curricular resources. There was also a focus on the integration and emphasis of targeted vocabulary through the use of response frames and front loading activities. These practices were adopted to support all student learning, especially English Language Learners. Regular grade level PLC meetings serve as a platform for grade level specific trainings and the sharing of best practices. Site based PLC meetings are held every other Wednesday to provide grade level support of direct instruction strategies, data collection and ongoing common core training and support. Teachers are allowed release time to plan for instruction/intervention and to observe other teacher's lessons at other school sites.

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

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,303.87	\$708.72	\$5,595.15	\$66,286.22
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			0.4	-3.9
Percent Difference: School Site/ State			-14.9	-11.0

* Cells with ♦ do not require data.

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, (including Supplemental Educational Services in 2016/2017). 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. The focus for ASES is on reading literacy and homework completion.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.