

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Dunham Charter & Dunham Elementary Schools

2014-15
School Accountability Report Card
Published in 2015-16

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Charter Grades: K-6
Elementary Grade: 6
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Charter CDS Code: 49-70672-0122440
Elementary CDS Code: 49-70672-6051700

A Note to the Reader

At the beginning of the 2012-13 school year, Dunham School District expanded its K-6 charter school to TK-6, but continues to operate a sixth-grade district class. The district class benefits from sharing resources with the charter school. Please keep this in mind when reviewing and interpreting the data in this School Accountability Report Card.

Principal's Message

Dunham Charter School

Dunham Charter School is located on the same campus as Dunham Elementary School. Our school is one of two in our small district and serves 197 students in grades TK-6. Approximately 23 percent of our students are in the free and reduced-price lunch program. Our school community is a blend of families from all over the south Sonoma County area. More than 85 percent of students attending Dunham School come from other districts. We have one class per grade level, which has helped us to create a true sense of family and stability for our students as they move through grade levels with the same group of students. Our vision statement reflects our values and goals: In partnership with our families, Dunham is committed to providing an education experience that will ready students for successful living in the 21st century. Our consistently high test scores is one indicator of our success in carrying out our vision.

Dunham Elementary School

Dunham Elementary School is nestled in the rural dairy lands of Northern Petaluma. Our school, established in 1870, is one of two in our small district and serves nine students in grade 6. Approximately 33 percent of our students receive free or reduced-price lunch. Our school community is a blend of families from all over the south Sonoma County area. More than 82 percent of students attending Dunham School come from other districts. In partnership with our families, Dunham Elementary School is committed to providing an education experience that will ready students for successful living in the 21st century. Our consistently high test scores are one indicator of our success in carrying out our vision.

Parental Involvement

Parents are integral to our schools. Due to high interdistrict participation, parents are extremely involved in their child's education. Based upon data from the School Site Council (SSC) Survey, 90 percent of our parents reported they feel they are a part of the school community. Other areas for organized involvement of parents in the school include our school Parent Teacher Organization (PTO). Most of our families join the PTO and participate in at least some of the PTO activities.

We have an active SSC with strong parent participation, as well as an active community-based school board.

For more information on how to become involved at the school, please contact office manager Veronica Halbert at (707) 795-5050 or vhalbert@dunhamsd.k12.ca.us.

School Safety

The key elements of the adopted safety plan include the following:

- Levels of emergencies
- Plan implementation
- Planning, communication
- Emergency actions
- Emergency-preparedness procedures
- Responsibilities of staff
- Emergency teams
- Personal preparedness

The school safety plan was last reviewed, updated and discussed with the school faculty in January 2016.

Professional Development

All staff at Dunham School participates in extensive training. Our instructional assistants are included in any relevant training provided to the teachers. Topics for staff development are determined by staff and are guided by the annual school plan. Prior year assessment data are used to determine areas of emphasis for staff development. Curriculum adoptions are fully supported with more than adequate staff development prior to implementation of the new curriculum materials.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Dunham CS & Dunham ES	3 days	3 days	3 days

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Governing Board

Spencer Crum
President

John Lehmann
Trustee

Meredith Regan
Trustee

Rachael Zell
Trustee

Lisa Poncia
Trustee

Mission Statement

In partnership with our families, Dunham Elementary School is committed to providing an education experience that will ready students for successful living in the 21st century.

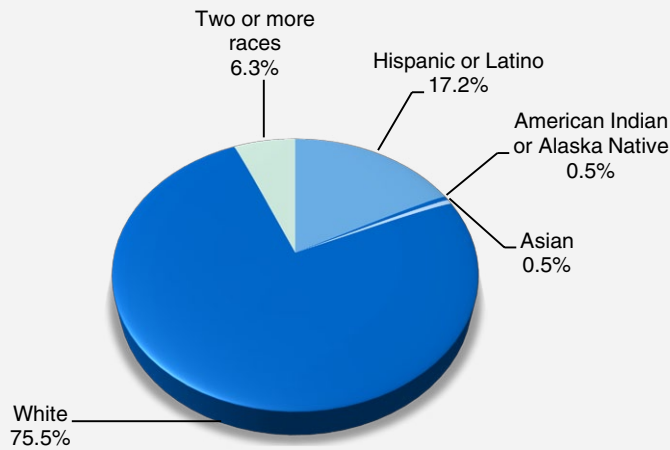
Enrollment by Student Group: Dunham Charter School

The total enrollment at the school was 192 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Demographics

2014-15 School Year



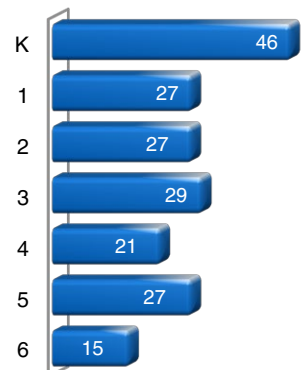
Socioeconomically disadvantaged	25.0%	English learners	9.4%	Students with disabilities	9.4%	Foster Youth	0.0%
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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Dunham Charter School



Dunham Elementary School

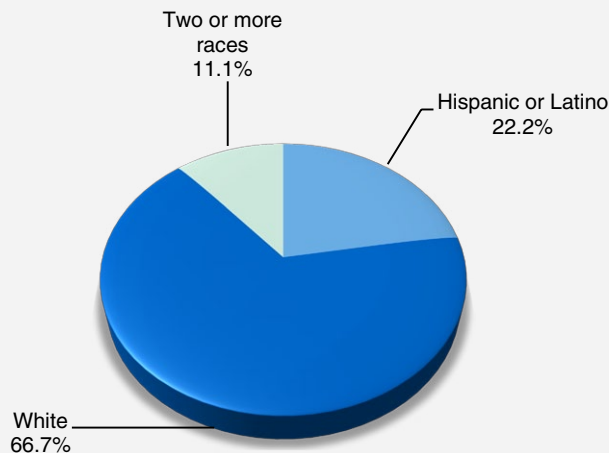


Enrollment by Student Group: Dunham Elementary School

The total enrollment at the school was 9 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

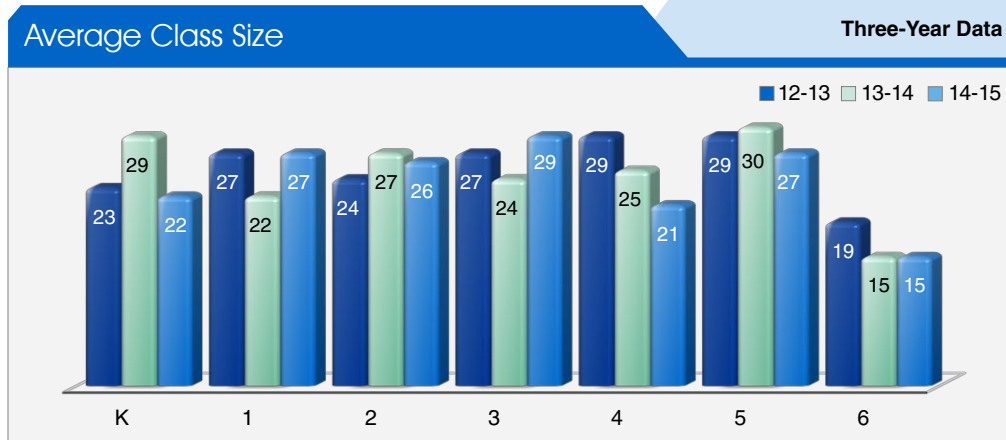


Socioeconomically disadvantaged	22.2%	English learners	22.2%	Students with disabilities	22.2%	Foster Youth	0.0%
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“Our school community is a blend of families from all over the south Sonoma County area.”

Class Size Distribution: Dunham Charter School

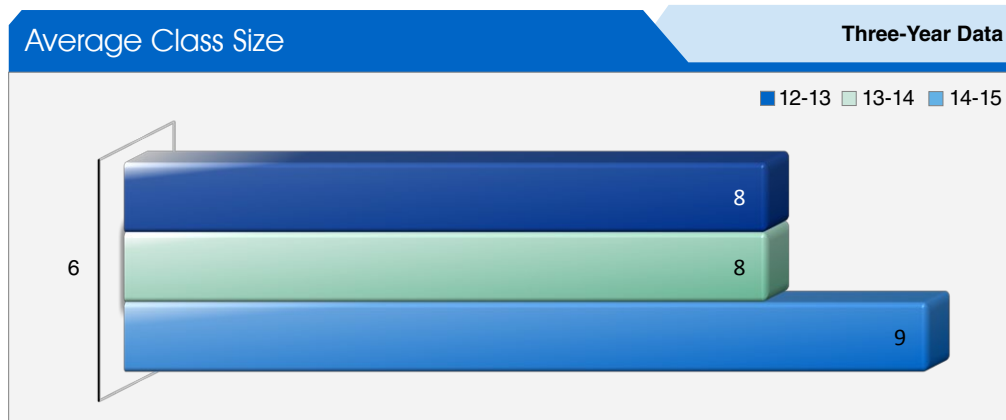
The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Grade	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1		1	1	
1		1			1			1	
2		1			1			1	
3		1			1			1	
4		1			1			1	
5		1			1			1	
6	1			1			1		

Class Size Distribution: Dunham Elementary School

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Grade	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	1			1			1		



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Dunham CS			
	12-13	13-14	14-15
Suspension rates	2.4%	6.7%	2.0%
Expulsion rates	0.0%	0.0%	0.0%
Dunham ES			
	12-13	13-14	14-15
Suspension rates	12.5%	0.0%	1.0%
Expulsion rates	0.0%	0.0%	0.0%
Dunham SD			
	12-13	13-14	14-15
Suspension rates	2.8%	6.4%	2.4%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Dunham CS	Dunham ES	Dunham SD	California
Met overall AYP	Yes	Yes	Yes	Yes
Met participation rate:				
English language arts	Yes	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes	Yes
Met percent proficient:				
English language arts	■	■	■	■
Mathematics	■	■	■	■
Met attendance rates	Yes	*	Yes	Yes
Met graduation rate	○	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year		
	Dunham CS	Dunham ES	Dunham SD	
Program Improvement status	Not In PI	Not In PI	Not In PI	
First year of Program Improvement	◇	◇	◇	
Year in Program Improvement	◇	◇	◇	
Number of Title I schools currently in Program Improvement				0
Percentage of Title I schools currently in Program Improvement				0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The schools and district are not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Dunham CS Grade 5

Four of six standards	3.6%
Five of six standards	7.1%
Six of six standards	78.6%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science. Dunham Elementary School serves students in grade 6, therefore the scores shown are for Dunham Charter School only.

Subject	Three-Year Data								
	Dunham CS			Dunham SD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	53%	64%	57%	53%	64%	57%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	2014-15 School Year
All students in the district	57%
All students at the school	57%
Male	63%
Female	52%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	59%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◇

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics. Due to low enrollment scores are not shown for Dunham Elementary School.

Subject	Dunham CS	Dunham SD	California
English language arts/literacy	44%	46%	44%
Mathematics	43%	43%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-6. Due to low enrollment scores are not shown for Dunham Elementary School.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	30	28	93.3%	36%	25%	25%	14%
Male		18	60.0%	50%	17%	11%	22%
Female		10	33.3%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		5	16.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		20	66.7%	40%	15%	30%	15%
Two or more races		3	10.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	20.0%	❖	❖	❖	❖
English learners		3	10.0%	❖	❖	❖	❖
Students with disabilities		6	20.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	30	28	93.3%	29%	25%	32%	14%
Male		18	60.0%	28%	22%	28%	22%
Female		10	33.3%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		5	16.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		20	66.7%	25%	25%	35%	15%
Two or more races		3	10.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		6	20.0%	❖	❖	❖	❖
English learners		3	10.0%	❖	❖	❖	❖
Students with disabilities		6	20.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	24	23	95.8%	48%	26%	9%	17%
Male		12	50.0%	42%	33%	8%	17%
Female		11	45.8%	55%	18%	9%	18%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	4.2%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	16.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		16	66.7%	56%	19%	6%	19%
Two or more races		2	8.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		8	33.3%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		3	12.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	24	23	95.8%	39%	43%	17%	0%
Male		12	50.0%	33%	42%	25%	0%
Female		11	45.8%	45%	45%	9%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	4.2%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	16.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		16	66.7%	44%	44%	13%	0%
Two or more races		2	8.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		8	33.3%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		3	12.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	29	28	96.6%	18%	32%	36%	14%
Male		11	37.9%	27%	18%	45%	9%
Female		17	58.6%	12%	41%	29%	18%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	3.4%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	13.8%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		22	75.9%	18%	23%	41%	18%
Two or more races		1	3.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		8	27.6%	❖	❖	❖	❖
English learners		3	10.3%	❖	❖	❖	❖
Students with disabilities		3	10.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	29	28	96.6%	18%	36%	25%	21%
Male		11	37.9%	9%	27%	36%	27%
Female		17	58.6%	24%	41%	18%	18%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	3.4%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		4	13.8%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		22	75.9%	14%	32%	27%	27%
Two or more races		1	3.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		8	27.6%	❖	❖	❖	❖
English learners		3	10.3%	❖	❖	❖	❖
Students with disabilities		3	10.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	16	16	100.0%	19%	13%	44%	25%
Male		10	62.5%	❖	❖	❖	❖
Female		6	37.5%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		2	12.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	81.3%	15%	15%	38%	31%
Two or more races		1	6.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	12.5%	❖	❖	❖	❖
English learners		1	6.3%	❖	❖	❖	❖
Students with disabilities		3	18.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	16	16	100.0%	25%	6%	44%	25%
Male		10	62.5%	❖	❖	❖	❖
Female		6	37.5%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		2	12.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	81.3%	23%	8%	46%	23%
Two or more races		1	6.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	12.5%	❖	❖	❖	❖
English learners		1	6.3%	❖	❖	❖	❖
Students with disabilities		3	18.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

The Dunham School District has sufficient textbooks and instructional materials for all students, including English learners, to use in class and to take home in the subjects of language arts, mathematics, history/social science and science. The English language arts textbook, Houghton Mifflin, was adopted in 2002, and EngageNY was adopted in 2015; both textbooks are on the California Department of Education approved list. The staff selected new history/social science texts in 2005 and new science materials and texts in 2006, in accordance to the state textbook-adoption cycle.

Dunham School District will adopt materials aligned with the new English language arts Common Core State Standards when such materials are made available and have been vetted as "standards-based."

Visual and performing arts are offered as part of the core curriculum, and, as such, any materials or textbooks are provided for all students.



Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	Houghton Mifflin (K-6)	2002
Mathematics	EngageNY	2015
Science	FOSS (K-5)	2007
Science	Pearson (6)	2007
History/social science	Social Science, Harcourt (K-3)	2006
History/social science	Houghton Mifflin (4-6)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2015-16 School Year

lssll	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks

2015-16 School Year

Data collection date	9/2015
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"Our consistently high test scores is one indicator of our success in carrying out our vision."

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



"Due to high interdistrict participation, parents are extremely involved in their child's education."



School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/28/2015
Date of the most recent completion of the inspection form			10/28/2015

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data		2014-15 School Year	
Academic Counselors	Dunham CS	Dunham ES	
FTE of academic counselors	0.30	0.00	
Average number of students per academic counselor	18	◇	
Support Staff	FTE	FTE	
Social/behavioral or career development counselors	0.30	0.00	
Library media teacher (librarian)	0.06	0.00	
Library media services staff (paraprofessional)	0.00	0.00	
Psychologist	0.18	0.02	
Social worker	0.00	0.00	
Nurse	0.08	0.01	
Speech/language/hearing specialist	0.35	0.05	
Resource specialist (nonteaching)	0.90	0.10	

◇ Not applicable.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facilities

All students are adequately housed at Dunham. Classroom space is more than adequate for all programs, including special education. Playgrounds are very well maintained and provide a very generous play area for students. All classrooms have heating and air-conditioning. Restrooms are well maintained and are kept clean. One part-time cleaner comes in the evenings on a daily basis.

The Dunham PTO sponsors cleanup and landscaping days throughout the year in order to constantly improve the appearance of the facility. All classrooms are connected to the Internet and are networked in order to share technology between classes.

The following safety measures are taken to ensure our students and staff have a safe and healthy environment: Our school is gated, and visitors must sign in at the school office and receive a visitor's pass to enter the campus.

Dunham Elementary School was built in 1971. The school has seven regular classrooms, a library, multipurpose room, reading classroom and special education room.

Over the summer of 2014, Dunham School added two new portable classrooms for transitional kindergarten and kindergarten.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data						
	Dunham SD	Dunham CS			Dunham ES		
Teachers	15-16	13-14	14-15	15-16	13-14	14-15	15-16
With full credential	12	11	11	11	1	1	1
Without full credential	0	0	0	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data					
	Dunham CS			Dunham ES		
Teachers	13-14	14-15	15-16	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0	0	0	0
Total teacher misassignments	0	0	0	0	0	0
Vacant teacher positions	0	0	0	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Dunham CS	100.00%	0.00%
Dunham ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.



Types of Services Funded

The district receives categorical funding for the following programs:

- Economic Impact Aid (EIA)
- Special Education
- Title I
- Title II, Part A
- Title III

Funding is used to provide the following services: Class Size Reduction in first grade, intervention services for students in grades 2-6, English language development support for all English learners, staff development and library services.

"The Dunham PTO sponsors cleanup and landscaping days throughout the year in order to constantly improve the appearance of the facility."

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Dunham SD	Similar Sized District
Beginning teacher salary	◇	\$39,948
Midrange teacher salary	◇	\$57,401
Highest teacher salary	◇	\$73,183
Average elementary school principal salary	◇	\$94,578
Superintendent salary	◇	\$112,657
Teacher salaries: percentage of budget	31%	35%
Administrative salaries: percentage of budget	6%	7%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dunham CS	\$8,488	\$60,773
Dunham ES	\$8,488	\$64,834
Dunham SD	\$8,488	\$59,762
California	\$5,348	\$59,180
Dunham CS - Percentage Difference		
School and district	+0.0%	+1.7%
School and California	+58.7%	+2.7%
Dunham ES - Percentage Difference		
School and district	+0.0%	+8.5%
School and California	+58.7%	+9.6%

◇ Information is not available at this time.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Dunham CS	
Total expenditures per pupil	\$9,774
Expenditures per pupil from restricted sources	\$1,286
Expenditures per pupil from unrestricted sources	\$8,488
Annual average teacher salary	\$60,773
Dunham CS	
Total expenditures per pupil	\$9,774
Expenditures per pupil from restricted sources	\$1,286
Expenditures per pupil from unrestricted sources	\$8,488
Annual average teacher salary	\$64,834

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.