# Ralph Dunlap Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 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.<br><br>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/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Ralph Dunlap Elementary School |
| **Street** | 1220 Oak Knoll Road |
| **City, State, Zip** | Santa Maria, CA 93455 |
| **Phone Number** | (805) 938-8500 |
| **Principal** | Jonathan Dollahite |
| **Email Address** | jdollahite@orcutt-schools.net |
| **School Website** | https://www.orcuttschools.net/ralphdunlap/ |
| **County-District-School (CDS) Code** | 42-69260-6045744 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Orcutt Union School District |
| **Phone Number** | (805) 938-8900 |
| **Superintendent** | Holly Edds, Ed. D. |
| **Email Address** | hedds@orcutt-schools.net |
| **District Website Address** | www.orcuttschools.net |

## 2022-23 School Overview

Ralph Dunlap Elementary School, located in the Orcutt Union School District, is in the southern region of the Santa Maria Valley and serves students in grades kindergarten through six following a traditional calendar. For the 2022-2023 school year, 481 students are enrolled, which includes 12.9% in Special Education, 11.7% qualifying for English Language Learner support, and 37.4% qualifying as socioeconomically disadvantaged students. There is Structured Day Classes serving 8 students. Additionally, the campus hosts a County Special Education class for 18 students who are deaf/hard of hearing.

School Vision:
Ralph Dunlap School has a strong tradition of outstanding student achievement. To carry on this practice of excellence, the staff "commits" to maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learnings that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and promotes positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

School Mission:
Ralph Dunlap Elementary School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Therefore, Ralph Dunlap teaching staff makes the following commitments:
1. Be professional and accountable.
2. Be consistent in implementing student expectations.
3. Protect instructional time.
4. Celebrate and educate our students and each other.
5. Be open to embrace changes and take risks.
6. Respect everyone's uniqueness and level of expertise.

7. Be an encouraging, caring and supportive staff member.
8. Be enthusiastic, positive, motivated, fun and creative.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 61 |
| Grade 1 | 65 |
| Grade 2 | 59 |
| Grade 3 | 62 |
| Grade 4 | 64 |
| Grade 5 | 80 |
| Grade 6 | 78 |
| Total Enrollment | 469 |

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.9 |
| Male | 50.1 |
| American Indian or Alaska Native | 0.4 |
| Asian | 2.1 |
| Black or African American | 0.6 |
| Filipino | 1.1 |
| Hispanic or Latino | 45.8 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 7.5 |
| White | 39.4 |
| English Learners | 10.2 |
| Foster Youth | 1.5 |
| Homeless | 1.1 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 36.0 |
| Students with Disabilities | 10.7 |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.10 | 91.35 | 186.60 | 88.31 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.47 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 2.00 | 0.95 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.00 | 8.65 | 8.60 | 4.07 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 13.10 | 6.20 | 18854.30 | 6.86 |
| Total Teaching Positions | 23.10 | 100.00 | 211.40 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.50 | 81.43 | 185.90 | 86.58 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 2.80 | 1.33 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 8.00 | 3.76 | 11953.10 | 4.28 |
| Unknown | 3.90 | 18.57 | 17.80 | 8.33 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.40 | 100.00 | 214.70 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 2.00 | 0.00 |
| Total Out-of-Field Teachers | 2.00 | 0.00 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Ralph Dunlap Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 14, 2022, the Orcutt Union Elementary's Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 4 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. Orcutt Union Elementary did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

| Year and month in which the data were collected | November 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Grades TK-5: McGraw-Hill, Wonders California<br>Adoption Year 2016<br><br>Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017<br>Adoption Year 2016 | Yes | 0.0% |
| **Mathematics** | Grades K-5 Houghton Mifflin Harcourt, Math Expressions<br>Adoption Year 2015<br><br>Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra<br>Adoption Year 2015 | Yes | 0.0% |
| **Science** | Grades K-6: McGraw-Hill, CA Inspire Science<br>Adoption Year 2021<br><br>Grades 7-8: Amplify, Amplify Science Science<br>Adoption Year 2021 | Yes | 0.0% |
| **History-Social Science** | Grades K-5: Studies Weekly, California<br>Adoption Year 2019<br><br>Grade 6: Studies Weekly, California<br>Supplemental 2020-2021 | Yes | 0.0% |

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ralph Dunlap Elementary School's original facilities were built in 1962. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The principal communicates with the custodial staff daily concerning maintenance and school safety issues and responds to staff concerns as they arise. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Ralph Dunlap Elementary School.

The day custodian is responsible for:

- Classroom cleaning
- Grounds-keeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms and high touch areas are checked throughout the day for cleanliness and subsequently cleaned and disinfected as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Regular disinfecting

| Year and month of the most recent FIT report | December 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | damaged pin board, missing joint cover, stained ceiling tiles |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | missing raceway cap |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | rusted ramp damage |
| **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).
4. **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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 42 | N/A | 49 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 31 | N/A | 35 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 292 | 281 | 96.23 | 3.77 | 41.99 |
| Female | 145 | 136 | 93.79 | 6.21 | 42.65 |
| Male | 147 | 145 | 98.64 | 1.36 | 41.38 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 138 | 132 | 95.65 | 4.35 | 34.85 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 26 | 24 | 92.31 | 7.69 | 45.83 |
| White | 117 | 114 | 97.44 | 2.56 | 49.12 |
| English Learners | 33 | 31 | 93.94 | 6.06 | 6.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 11 | 11 | 100.00 | 0.00 | 45.45 |
| Socioeconomically Disadvantaged | 108 | 107 | 99.07 | 0.93 | 29.91 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 15.38 |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 292 | 282 | 96.58 | 3.42 | 30.85 |
| Female | 145 | 137 | 94.48 | 5.52 | 28.47 |
| Male | 147 | 145 | 98.64 | 1.36 | 33.10 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 138 | 134 | 97.10 | 2.90 | 26.87 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 26 | 24 | 92.31 | 7.69 | 29.17 |
| White | 117 | 113 | 96.58 | 3.42 | 34.51 |
| English Learners | 33 | 32 | 96.97 | 3.03 | 6.25 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Socioeconomically Disadvantaged | 108 | 108 | 100.00 | 0.00 | 17.59 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 12.82 |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 33.75 | NT | 28.76 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 80 | 80 | 100 | 0 | 33.75 |
| Female | 39 | 39 | 100 | 0 | 30.77 |
| Male | 41 | 41 | 100 | 0 | 36.59 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 45 | 45 | 100 | 0 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 28 | 28 | 100 | 0 | 32.14 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 31 | 31 | 100 | 0 | 22.58 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 98.7% | 100.0% | 100.0% | 100.0% | 100.0% |

## 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.

### 2022-23 Opportunities for Parental Involvement

Ralph Dunlap Elementary School parents and extended family members are encouraged to get involved in their child's/grandchild's learning environment either by volunteering in the classroom, participating in a decision-making group (School Site Council and/or PTA)  or simply attending school events.

Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, and PTA newsletters, social media, and ParentSquare. We encourage all family members to contact our school office at  (805) 938-8500 for more information on how to become involved in our learning environment.

Opportunities to Volunteer:
Chaperone Field Trips
Assist in the Classroom
Tutor Students
Facilitate in the Art Studio
Share Career Awareness
Volunteer at PTA Sponsored Activities
Support Campus Beautification Projects

Committees:
English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association (PTA)
School Site Council

School Activities:
Back to School Night (Fall)
Fall Festival
Reflections Art Night & Gallery
Family Fun Nights

## 2022-23 Opportunities for Parental Involvement

Open House (Spring)
Science Fair
Winter Craft Fair
Book Fairs (Fall & Spring)
Jog-A-Thon
Family Movie Nights
Family Bingo Night
Parent Education Nights
Other PTA Activities

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 501 | 493 | 125 | 25.4 |
| **Female** | 250 | 245 | 61 | 24.9 |
| **Male** | 251 | 248 | 64 | 25.8 |
| **American Indian or Alaska Native** | 3 | 3 | 2 | 66.7 |
| **Asian** | 10 | 10 | 1 | 10.0 |
| **Black or African American** | 3 | 3 | 1 | 33.3 |
| **Filipino** | 5 | 5 | 0 | 0.0 |
| **Hispanic or Latino** | 234 | 229 | 60 | 26.2 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0.0 |
| **Two or More Races** | 37 | 36 | 10 | 27.8 |
| **White** | 194 | 192 | 47 | 24.5 |
| **English Learners** | 60 | 57 | 13 | 22.8 |
| **Foster Youth** | 9 | 9 | 2 | 22.2 |
| **Homeless** | 6 | 6 | 2 | 33.3 |
| **Socioeconomically Disadvantaged** | 192 | 187 | 56 | 29.9 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0.0 |
| **Students with Disabilities** | 68 | 66 | 23 | 34.8 |

## C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic.  The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 1.98 | 2.88 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 2.59 | 0.16 | 4.38 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 2.59 | 0.00 |
| Female | 1.20 | 0.00 |
| Male | 3.98 | 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 | 4.70 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.52 | 0.00 |
| English Learners | 3.33 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 4.17 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 8.82 | 0.00 |

## 2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Ralph Dunlap Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2022.

Ralph Dunlap School seeks to provide for all students:
Safety arriving to and departing from school
Safety in the classroom
Safety on the playground
Safety in the hallways
Safety in the cafeteria/multi-use room
Safety from bullying, harassment, prejudice

Ralph Dunlap staff also promotes the following guidelines for success.

Respectful
Responsible
Value everyone
Engage in learning


Ralph Dunlap Staff Commitments:
Be open to embrace changes and take risks
Celebrate and educate our students and each other
Be professional and accountable
Protect instructional time
Respect everyone's uniqueness and level of expertise
Be consistent in implementing student expectations
Be an encouraging, caring and supportive staff member
Be enthusiastic, positive, motivated, fun and creative

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 29 | | 2 | |
| 1 | 41 | | 1 | 1 |
| 2 | 25 | | 3 | |
| 3 | 28 | | 3 | |
| 4 | 42 | | 2 | 1 |
| 5 | 29 | | 3 | |
| 6 | 31 | | 3 | |
| Other | 11 | 2 | 1 | |

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 30 | | 2 | |
| 1 | 38 | | 1 | 1 |
| 2 | 27 | | 2 | |
| 3 | 25 | 1 | 2 | |
| 4 | 27 | | 3 | |
| 5 | 27 | | 3 | |
| 6 | 28 | | 3 | |
| Other | 11 | 2 | 1 | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 15 | 2 | 2 | |
| 1 | 23 | 2 | 1 | 1 |
| 2 | 20 | 1 | 2 | |
| 3 | 21 | 1 | 2 | |
| 4 | 16 | 2 | 2 | |
| 5 | 27 | 1 | 2 | |
| 6 | 20 | 1 | 3 | |

## 2021-22 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 | 938 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 0.6 |
| Resource Specialist (non-teaching) | |
| Other | 0.4 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | $12,576 | $3,719 | $8,856 | $82,575.11 |
| District | N/A | N/A | $9,515 | $78,288 |
| Percent Difference - School Site and District | N/A | N/A | -7.2 | 5.3 |
| State | N/A | N/A | $6,594 | $84,612 |
| Percent Difference - School Site and State | N/A | N/A | 29.3 | -2.4 |

## 2021-22 Types of Services Funded

The goal of Ralph Dunlap Elementary School is to support every student in reaching their highest potential. In addition to Core Services such as English learner support and specialized instruction for students qualifying for Special Education Services, Ralph Dunlap Elementary School also offers designated time within the school day for targeted intervention. Students on or above grade level receive enrichment or challenge activities during this time. All students also receive weekly music and art education along with physical education instruction from a fully credentialed teacher. Students without access to a computer and/or internet in the home are invited to complete homework in the computer lab or with a teacher that can help support them in gaining access.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Ralph Dunlap Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability.

Public Internet Access Location
Parents may access Ralph Dunlap Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Ralph Dunlap Elementary School is Orcutt Library, a branch of Santa Maria Public Library.

Address: 175 South Broadway, Orcutt CA
Phone Number: (805) 937-6483
WebSite: http://www.ci.santa-maria.ca.us/210.shtml

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union Elementary. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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** | $46,459 | $51,591 |
| **Mid-Range Teacher Salary** | $73,924 | $79,620 |
| **Highest Teacher Salary** | $101,044 | $104,866 |
| **Average Principal Salary (Elementary)** | $124,465 | $131,473 |
| **Average Principal Salary (Middle)** | $127,455 | $135,064 |
| **Average Principal Salary (High)** | $137,030 | $137,679 |
| **Superintendent Salary** | $195,700 | $205,661 |
| **Percent of Budget for Teacher Salaries** | 33% | 33% |
| **Percent of Budget for Administrative Salaries** | 5% | 6% |

## Professional Development

All training and curriculum development activities at Ralph Dunlap Elementary School help support staff knowledge and implementation of California Common Core Standards. The District is very supportive in hosting relevant training and meetings indicated below held during the staff development days in 2019-20, 2020-21, 2021-22:

- Grade-level writing meetings
- Leadership Team meetings with "partner" schools
- Science adoption support training/meetings
- Examining Student Achievement
- Grade Level Math Workshops
- Differentiated Instruction
- Addressing the Needs of English Learners
- Positive Behavior Interventions and Support
- Best Practices in the Use of Technology
- Distance Learning Strategies
- Safety in COVID Times
- Multi-tier System of Supports and PLC/Teacher Collaboration
- Social and Emotional Learning

Decisions concerning selection of staff development activities are made by the principal and district Educational Services. Tools such as teacher input and data analysis help to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Ralph Dunlap teachers meet in grade-level PLC groups weekly to discuss essential standards and student achievement and progress towards almost meeting, meeting and exceeding those standards. Ralph Dunlap Elementary School encourages ongoing professional growth throughout the year as trainings arise. Teachers meet in both grade-level and department-level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions such as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22 school year, Ralph Dunlap Elementary School's teachers attended the following events hosted by the site, Orcutt Union School District Educational Services Department or workshops:

- Assessment Planning
- Music/Physical Education
- California State Standards

## Professional Development

- Differentiated Instruction
- English Language Arts
- English Learners
- Examining Student Achievement
- Language Development
- Math
- Positive Behavioral Interventions and Supports
- Professional Learning Communities
- Multi-tier System of Supports
- Science
- Social Studies
- Social Emotional Support Activities
- Trauma Informed Instruction
- Student Achievement
- Technology

Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement and social/emotional learning for all students and specific sub-groups. These opportunities were offered after school by the TOSA team and educational consultants. All district staff attended presentations on how to support students through the transition from distance to in-person learning and trauma informed practices. The district also provided on-going staff development focused on building mathematical conceptual understanding and procedural fluency.

Ralph Dunlap Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Instructional Aides and hourly certificated teachers are provided targeted training focused on teaching strategies, safety, intervention methods and/or curriculum content. Substitute teachers are invited to participate in designated staff development activities. Classified support staff receive job-related training from department supervisors and district representatives.

-------

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |