

DUNSMORE ELEMENTARY SCHOOL

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Dunsmore Elementary	District Name	Glendale Unified
Street	4717 Dunsmore Ave.	Phone Number	(818) 241-3111
City, State, Zip	La Crescenta, CA, 91214-1814	Web Site	www.gusd.net
Phone Number	(818) 248-1758	Superintendent	Dr. Richard Sheehan
Principal	Karen Stegman, Principal	E-mail Address	dsheehan@gusd.net
E-mail Address	kstegman@gusd.net	CDS Code	19645686013643

School Description and Mission Statement (School Year 2011–12)

Dunsmore Elementary School creates and maintains a nurturing and effective environment in which students thrive and maximize learning to their potential. Through core curriculum, using differentiated instructional strategies, all students are able to engage in a rigorous and challenging learning process. As a result of collaboration, the staff ensures student learning by organizing and enhancing the existing standards-based curriculum, instructional resources and assessments. Dunsmore is committed to achieving high standards and goals for its students' through active student, staff and community involvement.

Opportunities for Parental Involvement (School Year 2011–12)

We have a number of volunteer opportunities for parents. Inside the classroom, parents may volunteer to help students improve basic skills or provide additional help to students who need it.

Outside the classroom, parents may volunteer in the library, on the playground, or at drop-off and pick-up times. Parent volunteers also provide support while chaperoning events and field trips, help with theater, art and music productions, and working in the garden.

The Dunsmore School Parent Teacher Association (PTA) is one of our school's active parent groups. The PTA does many things to make our school a success, including beautifying our campus, providing food at events, chaperoning and organizing assemblies, special events, field trips, and planning the fund-raisers to support those activities. The other parent group that supports Dunsmore students is the Dunsmore Elementary School Foundation (DESF). Through their special fundraisers, they provide support for our school and pay for both our computer lab and library assistants.

Teachers hold conferences with parents once a year and parents are required to attend. Back to School Night and Spring Open House provide parents with an opportunity to tour the school and classrooms with their children, meet teachers and staff, and find out what our students are learning. We strongly encourage parents to attend at least one of these events. We also encourage all parents to volunteer at our school or donate funds to support our programs.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	38	Grade 8	
Grade 1	48	Ungraded Elementary	
Grade 2	47	Grade 9	
Grade 3	57	Grade 10	
Grade 4	72	Grade 11	
Grade 5	70	Grade 12	
Grade 6	71	Ungraded Secondary	
Grade 7		Total Enrollment	403

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0.5%
Asian	18.6%
Filipino	4.5%
Hispanic or Latino	10.4%
Native Hawaiian or Pacific Islander	0.5%
White	61.3%
Two or More Races	3.7%
Socioeconomically Disadvantaged	13.2%
English Learners	17.6%
Students with Disabilities	11.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	0	1	0	24.0	0	2	0	23.5	0	2	0
1	23	0	2	0	24.0	0	2	0	23.5	0	2	0
2	19	3	0	0	24.0	0	2	0	24.0	0	2	0
3	22	0	3	0	19.3	1	2	0	24.0	0	2	0
4	18	0	1	1	30.0	0	1	1	26.0	1	0	2
5	33	0	0	1	34.0	0	0	2	33.5	0	0	2
6	36	0	0	2	36.0	0	0	2	34.0	0	0	2
Other												

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

III. School Climate

School Safety Plan (School Year 2011–12)

We last revised our safety plan in February 2012. The plan, which we update once a year, covers the safety procedures we follow in emergency situations. It includes procedures for earthquakes, fires, intruders, mudslides and unexpected hazards. It also provides guidelines for ensuring that our students feel safe on campus, both physically and emotionally. We distribute the safety plan to teachers, the district office, and to the school site. Our School Site Council approved the plan, and staff members review the procedures annually. Communicating with parents during emergencies is of utmost importance. Our staff uses cell phones, and the automated phone system to contact parents regularly, including during a crisis.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	1	2	1	24	6	6
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

The main buildings on our campus were built in 1949. The last major renovations took place during the 2006-2007 school year. The district's facilities staff provides excellent maintenance and cleaning of our buildings and grounds. Our custodial staff takes pride in their work to maintain the appearance and cleanliness of our campus.

We are especially proud of our recently added Botanical Garden. Designed by a former Dunsmore parent and installed by an Eagle Scout candidate, our PTA provided the funds to transform an area between classrooms into a natural landscape using California native plants which are drought resistant. It was completed in April, 2010.

We have three modular or portable classrooms adjacent to our campus. All of our buildings are equipped with handicapped ramps and are handicapped accessible.

School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
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		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	20	18	18	1,110
Without Full Credential	0	2	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires 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 core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.4	
Social Worker		
Nurse	.2	
Speech/Language/Hearing Specialist	.8	
Resource Specialist (non-teaching)	1	
Other	.5	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin –Reading – California/2003 McDougall Little -The Language of Literature/2003 Harcourt Publishers - HSP California Excursions /2012	Yes	0%
Mathematics	MacMilan McGraw-Hill -Everyday Mathematics/1997	Yes	0%
Science	MacMilan McGraw-Hill - California Science/2007	Yes	0%
History-Social Science	McMillan McGraw-Hill - California Vistas/2006	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,214	\$1,430	\$3,784	\$76,073
District			\$4,101	\$70,145
Percent Difference – School Site and District			-8%	8%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-31%	11%

Note: Cells shaded in black do not require data.

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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program. During the current fiscal climate, the strong PTA and DESF support is evident in many of our schools' supplemental activities including our computer lab, the assistant who coordinate computer instruction, and our school librarian. They recently worked together to purchase an LCD projector and document camera for each classroom, and new playground equipment for our lower playground. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101
Average Principal Salary (High)	\$128,189	\$121,754

Superintendent Salary	\$259,000	\$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	79%	77%	83%	66%	68%	71%	52%	54%	56%
Mathematics	80%	75%	81%	63%	64%	67%	48%	50%	51%
Science	85%	90%	82%	68%	72%	73%	54%	57%	60%
History-Social Science	0%	0%	0%	60%	63%	61%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	83%	81%	82%	0%
Male	76%	79%	78%	0%
Female	90%	82%	88%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	91%	88%	91%	0%
Filipino	85%	77%	0%	0%
Hispanic or Latino	87%	77%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	80%	79%	81%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	75%	69%	0%	0%
English Learners	62%	67%	0%	0%
Students with Disabilities	64%	55%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.70%	16.70%	63.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	3	5	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	7	-18	23
Black or African American			
American Indian or Alaska Native			
Asian	-5	1	5
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	10	-26	23
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	-2	-25	22
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	313	912	19,456	858	4,664,264	788
Black or African American	1		238	836	313,201	710
American Indian or Alaska Native	2		41	840	31,606	742
Asian	64	943	2,376	946	404,670	905
Filipino	13	892	1,308	895	124,824	869
Hispanic or Latino	30	897	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	1		21	888	26,563	775
White	197	906	10,834	862	1,221,860	853
Two or More Races	4		204	921	88,428	849
Socioeconomically Disadvantaged	47	857	9,348	808	2,779,680	737
English Learners	76	871	7,710	783	1,530,297	716
Students with Disabilities	48	756	1,684	658	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

3 school days are dedicated for staff development.