Dunsmore Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., 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.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	Dunsmore Elementary
Street	4717 Dunsmore Ave.
City, State, Zip	La Crescenta, Ca, 91214-1814
Phone Number	818-248-1758
Principal	Karen Stegman, Principal
E-mail Address	kstegman@gusd.net
County-District-School (CDS) Code	19645686013643

Last updated: 1/5/2016

## School Description and Mission Statement - Most Recent Year

Dunsmore Elementary School creates and maintains a positive, nurturing environment in which students thrive and maximize learning to their potential. Dunsmore is committed to achieving high standards for all students through active student, staff and community involvement. All students participate in a rigorous and challenging learning experience based on the Common Core State Standards. As a result of collaboration, the staff ensures student learning by using a variety of instructional resources, using the results of formative assessments and classroom participation to personalize instruction throughout the schhol year.

Dunsmore's Japanese Dual Immersion Language classes are now in both kindergarten and first grade. Following the 50/50 model, two classes of kindergarteners spend half of their educational day learning Japanese and the other half learning English. Dunsmore is excited and proud to be a part of this new program. In order to participate in the program, interested parents must submit an application and participate in the district-organized lottery process.

Last updated: 1/5/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	86
Grade 1	47
Grade 2	52
Grade 3	52
Grade 4	59
Grade 5	55
Grade 6	64
Total Enrollment	415
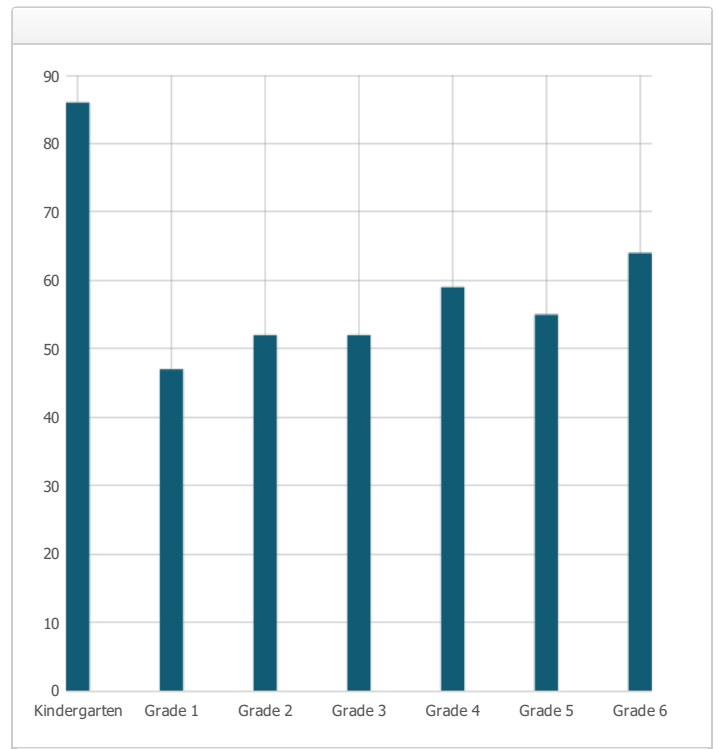
Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.5 %
Asian	17.6 %
Filipino	3.9 %
Hispanic or Latino	13.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	55.4 %
Two or More Races	8.9 %
Socioeconomically Disadvantaged	14.2 %
English Learners	14.0 %
Students with Disabilities	12.3 %
Foster Youth	0.5 %
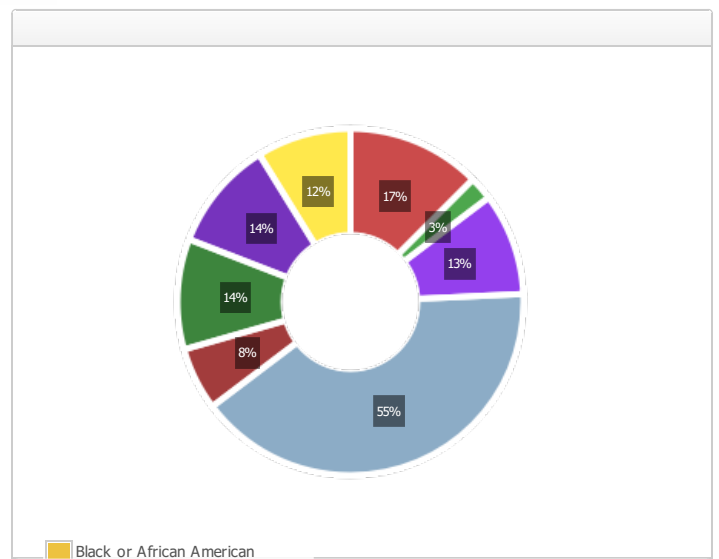
Last updated: 1/5/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	16	22	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65
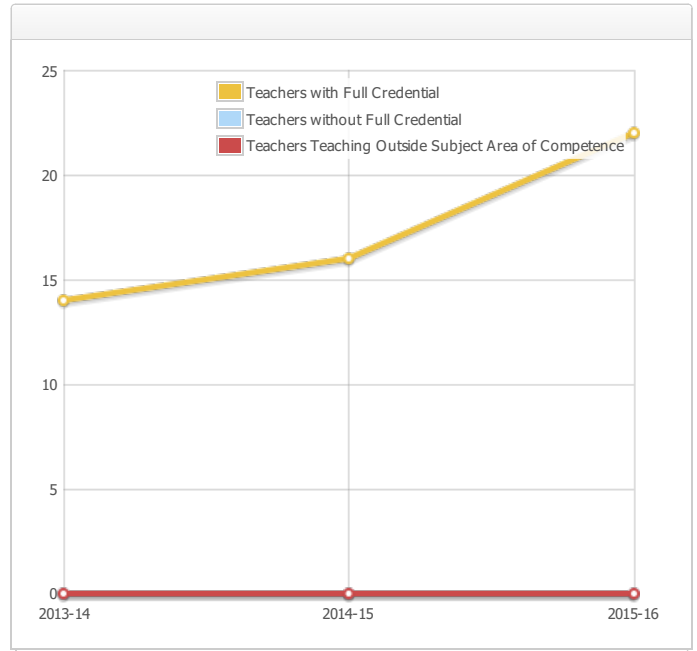
Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
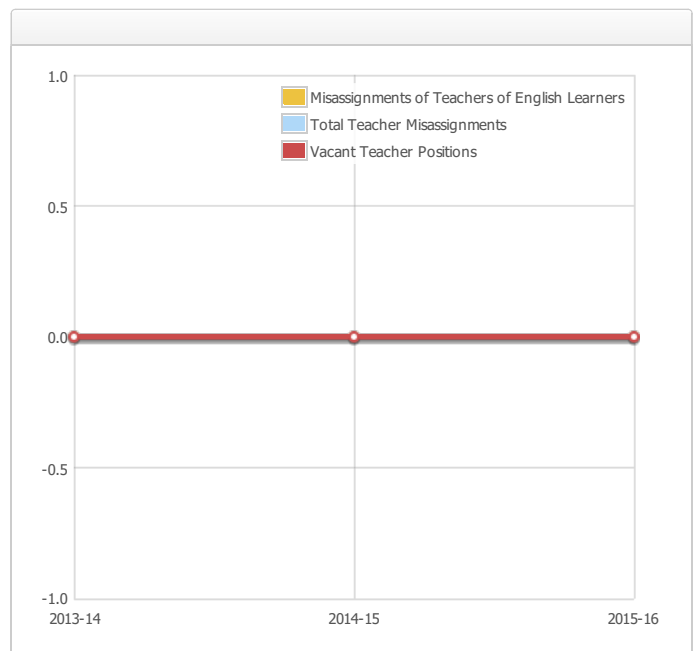
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	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 Littel - The Language of Literature/2003 Harcourt Publishers - HSP California Excursions/2012	Yes	0.0 %
Mathematics	MacMillan McGraw-Hill -Everyday Mathematics/1997	Yes	0.0 %
Science	MacMillan McGraw-Hill - California Science/2007	Yes	0.0 %
History-Social Science	McMillan McGraw-Hill - California Vistas/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The main buildings on our campus were built in 1949. The last major building renovations took place in 2007, although a new office security door was installed in the spring of 2013 to assist with limiting school access during the school day. The school was painted in early 2015, and looks beautiful again! We have three modular orportable classrooms near our playground on the top level of our campus which are currently used by our Early Education and Extended Learning Program (EEELP). All of our buildings are equipped with handicapped ramps and are handicapped accessible.

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 Botanical Garden, and our Japanese Friendship Garden which were installed by Eagle Scout candidates in the past few years. Parent volunteers help to maintain the gardens.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Workroom need to be cleaned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	ceiling tiles need to be replaced in a few rooms
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Exemplary

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	60.0%	49.0%	33.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	49	100.0%	27.0%	24.0%	29.0%	18.0%
Male	49	30	61.2%	23.0%	23.0%	27.0%	23.0%
Female	49	19	38.8%	32.0%	26.0%	32.0%	11.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	49	1	2.0%	--	--	--	--
Asian	49	9	18.4%	--	--	--	--
Filipino	49	1	2.0%	--	--	--	--
Hispanic or Latino	49	6	12.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	49	26	53.1%	19.0%	31.0%	27.0%	19.0%
Two or More Races	49	6	12.2%	--	--	--	--
Socioeconomically Disadvantaged	49	8	16.3%	--	--	--	--
English Learners	49	11	22.4%	55.0%	18.0%	27.0%	0.0%
Students with Disabilities	49	4	8.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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

Last updated: 1/5/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	60	100.0%	23.0%	13.0%	18.0%	45.0%
Male	60	31	51.7%	29.0%	10.0%	23.0%	39.0%
Female	60	29	48.3%	17.0%	17.0%	14.0%	52.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	10	16.7%	--	--	--	--
Filipino	60	4	6.7%	--	--	--	--
Hispanic or Latino	60	9	15.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	33	55.0%	33.0%	15.0%	12.0%	39.0%
Two or More Races	60	4	6.7%	--	--	--	--
Socioeconomically Disadvantaged	60	5	8.3%	--	--	--	--
English Learners	60	1	1.7%	--	--	--	--
Students with Disabilities	60	9	15.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	58	96.7%	16.0%	24.0%	21.0%	40.0%
Male	60	37	61.7%	19.0%	30.0%	22.0%	30.0%
Female	60	21	35.0%	10.0%	14.0%	19.0%	57.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	8	13.3%	--	--	--	--
Filipino	60	2	3.3%	--	--	--	--
Hispanic or Latino	60	9	15.0%	--	--	--	--
Native Hawaiian or Pacific Islander	60	1	1.7%	--	--	--	--
White	60	35	58.3%	20.0%	29.0%	11.0%	40.0%
Two or More Races	60	3	5.0%	--	--	--	--
Socioeconomically Disadvantaged	60	12	20.0%	33.0%	33.0%	25.0%	8.0%
English Learners	60	9	15.0%	--	--	--	--
Students with Disabilities	60	8	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	64	100.0%	8.0%	11.0%	52.0%	30.0%
Male	64	30	46.9%	7.0%	13.0%	63.0%	17.0%
Female	64	34	53.1%	9.0%	9.0%	41.0%	41.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	64	1	1.6%	--	--	--	--
Asian	64	14	21.9%	0.0%	0.0%	50.0%	50.0%
Filipino	64	3	4.7%	--	--	--	--
Hispanic or Latino	64	7	10.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	38	59.4%	11.0%	11.0%	55.0%	24.0%
Two or More Races	64	1	1.6%	--	--	--	--
Socioeconomically Disadvantaged	64	9	14.1%	--	--	--	--
English Learners	64	5	7.8%	--	--	--	--
Students with Disabilities	64	7	10.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	49	100.0%	14.0%	35.0%	43.0%	8.0%
Male	49	30	61.2%	7.0%	33.0%	53.0%	7.0%
Female	49	19	38.8%	26.0%	37.0%	26.0%	11.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	49	1	2.0%	--	--	--	--
Asian	49	9	18.4%	--	--	--	--
Filipino	49	1	2.0%	--	--	--	--
Hispanic or Latino	49	6	12.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	49	26	53.1%	15.0%	31.0%	46.0%	8.0%
Two or More Races	49	6	12.2%	--	--	--	--
Socioeconomically Disadvantaged	49	8	16.3%	--	--	--	--
English Learners	49	11	22.4%	27.0%	27.0%	45.0%	0.0%
Students with Disabilities	49	4	8.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	60	100.0%	15.0%	27.0%	20.0%	38.0%
Male	60	31	51.7%	19.0%	23.0%	13.0%	45.0%
Female	60	29	48.3%	10.0%	31.0%	28.0%	31.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	10	16.7%	--	--	--	--
Filipino	60	4	6.7%	--	--	--	--
Hispanic or Latino	60	9	15.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	33	55.0%	18.0%	30.0%	21.0%	30.0%
Two or More Races	60	4	6.7%	--	--	--	--
Socioeconomically Disadvantaged	60	5	8.3%	--	--	--	--
English Learners	60	1	1.7%	--	--	--	--
Students with Disabilities	60	9	15.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	60	100.0%	15.0%	27.0%	32.0%	27.0%
Male	60	39	65.0%	21.0%	23.0%	31.0%	26.0%
Female	60	21	35.0%	5.0%	33.0%	33.0%	29.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	8	13.3%	--	--	--	--
Filipino	60	2	3.3%	--	--	--	--
Hispanic or Latino	60	11	18.3%	18.0%	27.0%	45.0%	9.0%
Native Hawaiian or Pacific Islander	60	1	1.7%	--	--	--	--
White	60	35	58.3%	14.0%	37.0%	17.0%	31.0%
Two or More Races	60	3	5.0%	--	--	--	--
Socioeconomically Disadvantaged	60	13	21.7%	23.0%	46.0%	15.0%	15.0%
English Learners	60	9	15.0%	--	--	--	--
Students with Disabilities	60	9	15.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	64	100.0%	9.0%	22.0%	34.0%	34.0%
Male	64	30	46.9%	10.0%	27.0%	30.0%	33.0%
Female	64	34	53.1%	9.0%	18.0%	38.0%	35.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	64	1	1.6%	--	--	--	--
Asian	64	14	21.9%	0.0%	0.0%	43.0%	57.0%
Filipino	64	3	4.7%	--	--	--	--
Hispanic or Latino	64	7	10.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	38	59.4%	11.0%	29.0%	34.0%	26.0%
Two or More Races	64	1	1.6%	--	--	--	--
Socioeconomically Disadvantaged	64	9	14.1%	--	--	--	--
English Learners	64	5	7.8%	--	--	--	--
Students with Disabilities	64	7	10.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	81.0%	77.0%	72.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	72.0%
Male	63.0%
Female	90.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	45.0%
Native Hawaiian or Pacific Islander	--
White	80.0%
Two or More Races	--
Socioeconomically Disadvantaged	38.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016
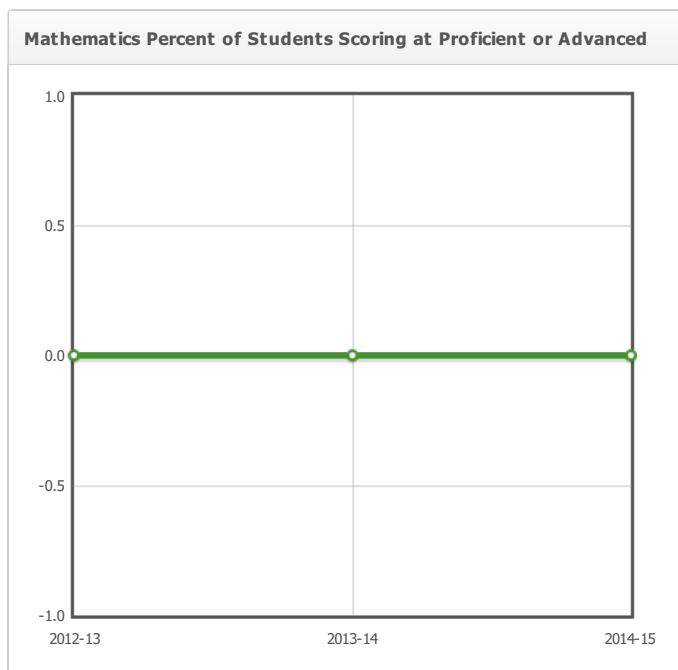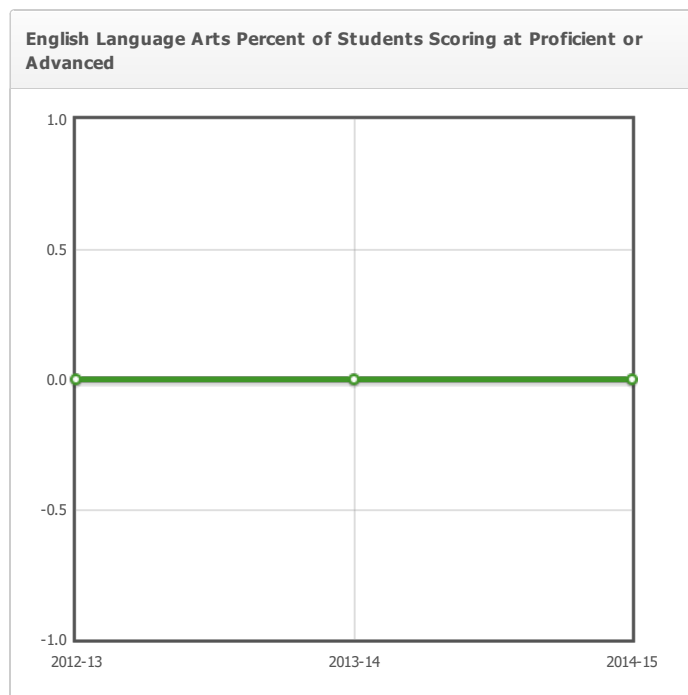
State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	23.3%	43.3%

Note: 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.

Last updated: 1/5/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Dunsmore has many volunteer opportunities for parents. Inside the classroom, parents may volunteer to help students improve basic skills, work with small groups in academic areas, and offer some individual assistance as needed. Outside the classroom, parents may volunteer in the library, in the computer lab, 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 help make our school a success, including beautifying our campus, organizing assemblies and special events, providing buses for field trips, and planning fund-raisers to support those activities. Another parent group that supports Dunsmore students is the Dunsmore Elementary School Foundation (DESF). Through their special fundraisers, they provide support for our school, including primary music instruction through a grant from the Pasadena Showcase House for the Arts. The two parent groups, PTA and DESF recently collaborated to assist the school in upgrading the computers in our computer lab.

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. Parents can also make an appointment for a personalized tour during the school year. We encourage all parents to participate in school activities and fundraisers that support our educational programs.

# State Priority: Pupil Engagement

Last updated: 1/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
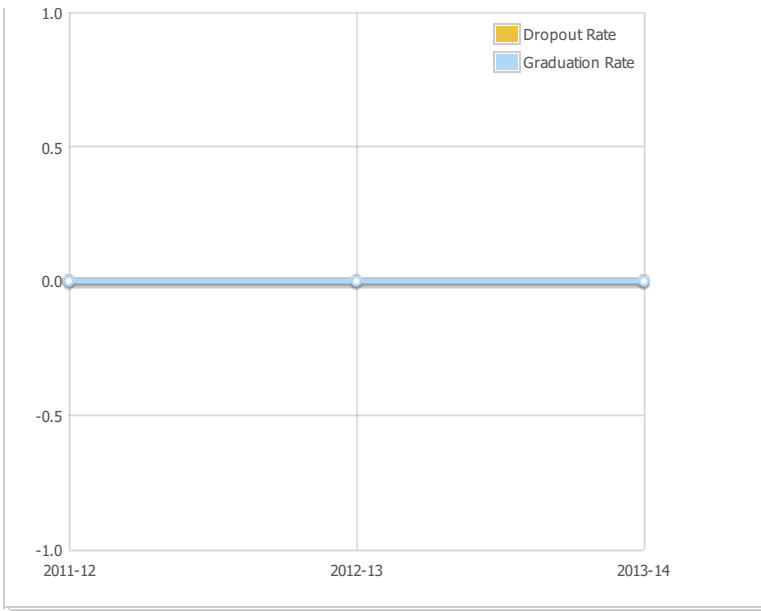
State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.8	0.5	0.9	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions

Expulsions
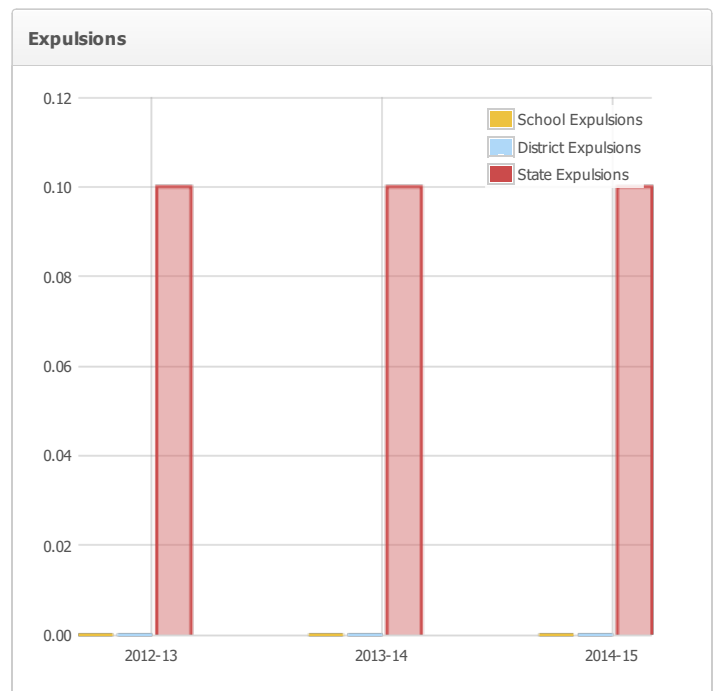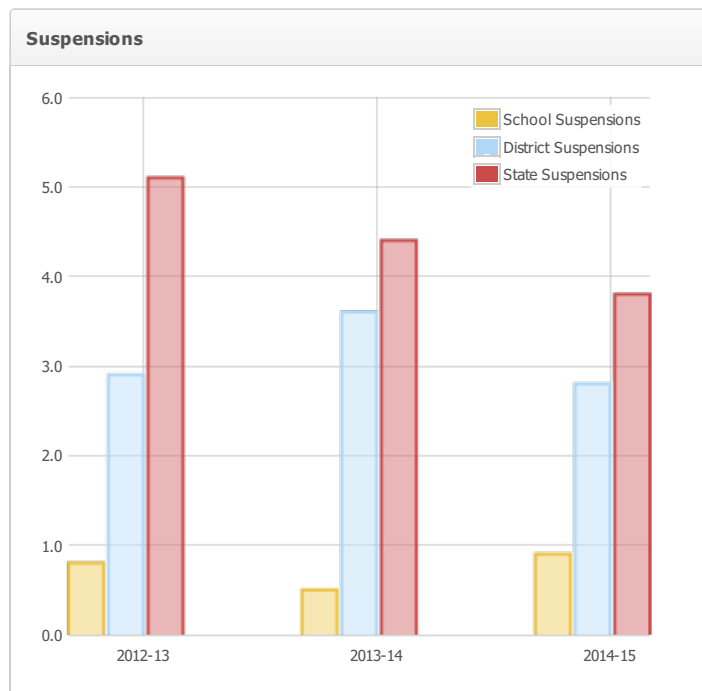
Last updated: 1/5/2016

School Safety Plan - Most Recent Year

We last revised our safety plan in February 2015. The plan, which we update annually, provides guidelines for ensuring that our students feel safe on campus, both physically and emotionally. It also explains the safety procedures we follow in emergency situations. The safety plan includes procedures for earthquakes, fires, intruders, mudslides and unexpected hazards. Through our monthly drills, students are prepared for many types of emergencies. 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.

Last updated: 1/5/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	20.0	2			22.0		2		22.0	2	2	
1	20.0	2			17.0	1	2		24.0		2	
2	25.0		2		26.0		1		26.0		2	
3	24.0		2		26.0		2		25.0		2	
4	30.0		2		30.0		1	1	36.0			1
5	36.0			2	35.0			2	24.0	1	1	1
6	36.0			2	37.0			2	36.0			2
Other												

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

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.5	N/A

Note: Cells with N/A values 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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6193.0	$1107.0	$5086.0	$77885.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference – School Site and District	N/A	N/A	0.1%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/5/2016

Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to fund 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 updating our computer lab and providing additional music instruction for our primary classes. The two parent groups have worked together to purchase new computers and monitors for our lab, an LCD projector and document camera for each classroom, and new playground equipment for our lower playground. The DESF wrote and received a grant from the Pasadena Showcase House for the Arts to provide music instruction for our primary students during the 2014-15 school year. DESF also pays for a local fitness organization to come weekly to work with students and teachers in grades K-3, creating fun fitness and agility activities. 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.

Last updated: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
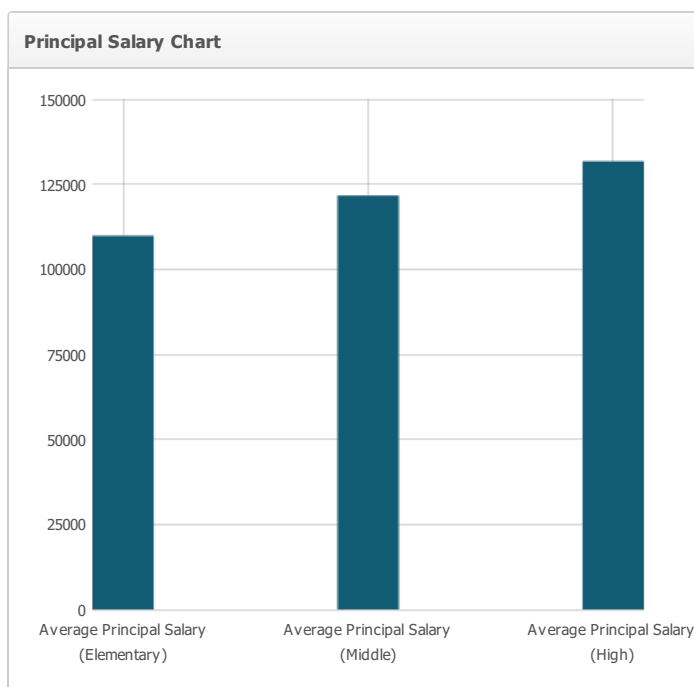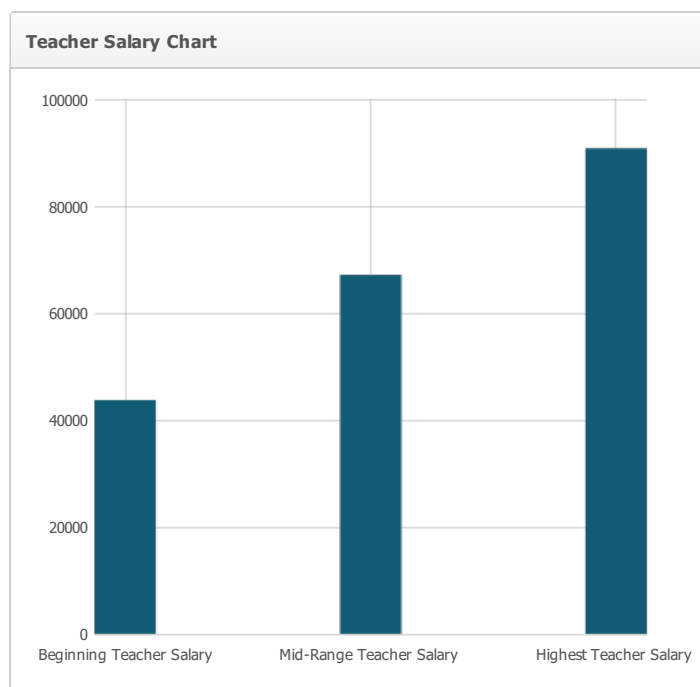
Last updated: 1/5/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016