Dunham School District

4111 Roblar Road   Petaluma, CA 94952   ▪   (707) 795-5050   ▪   www.dunhamsd.org

SARC

2023-24
School Accountability Report Card
Published in 2024-25

Dunham Charter & Dunham Elementary Schools

Dunham Charter Grades TK-6
Dunham Charter CDS Code 49-70672-0122440

Dunham Elementary Grade 6
Dunham Elementary CDS Code 49-70672-6051700

Ani Larson, Superintendent/Principal
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4111 Roblar Road
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Rooted in Tradition, Growing Toward Excellence

DUNHAM DRAGONS
EST ▪ 1870

Principal's Message

Dunham Charter School

Dunham Charter School is located on the same campus as Dunham Elementary School. Our school is one of two in our small district and serves 183 students in grades TK-6. Approximately 30.4% of our students are in the free and reduced-price school meal program. Our school community is a blend of families from all over the south Sonoma County area. More than 85% of students attending Dunham School come from other districts. We have one class per grade level, which has helped us to create a true sense of family and stability for our students as they move through grade levels with the same group of students. Our mission statement reflects our values and goals: In partnership with our families, Dunham is committed to providing an educational experience that will ready students for successful living in the 21st century. Our consistently high test scores is one indicator of our success in carrying out our vision. We are the first elementary school district in Sonoma County with an Agriculture program.

Dunham Elementary School

Dunham Elementary School is nestled in the rural dairy lands of Northern Petaluma. Our school, established in 1870, is one of two in our small district and serves nine students in grade 6. Approximately 30.4% of our students receive free or reduced-price meals. Our school community is a blend of families from all over the south Sonoma County area. In partnership with our families, Dunham Elementary School is committed to providing an educational experience that will ready students for successful living in the 21st century. Our consistently high test scores is one indicator of our success in carrying out our vision.

Mission Statement

In partnership with our families, Dunham Elementary School is committed to providing an educational experience that prepares students for successful living in the 21st century, fostering academic excellence, critical thinking, and social-emotional growth. Through our comprehensive agriculture program, we instill an understanding of sustainability, environmental stewardship, and the importance of agriculture in our world.

Vision Statement

Our vision is to create a school where every child is known, valued, and supported to reach their full academic potential. We strive to foster a community that upholds honesty, ethical behavior, integrity, cooperation, and responsibility as core values. At Dunham, students cultivate self-awareness, a passion for lifelong learning, creativity, problem-solving skills, and the ability to collaborate harmoniously with others, preparing them to thrive in a diverse and dynamic world.

Parental Involvement

Parents are integral to our schools. Due to high interdistrict participation, parents are extremely involved in their child's education. Based upon data from the Local Control and Accountability Plan (LCAP) survey, over 99% of parents in Dunham Charter School reported that their child's teacher is friendly and welcoming. Over 99% reported that they were satisfied with the amount and quality of the communication from the school. Parents also serve on school district committees and each classroom has a lead room parent. We have a School Site Council (SSC) with parent participation, as well as an active community-based school board.

For more information on how to become involved at the school, please contact Superintendent/Principal Ani Larson at (707) 795-5050 or alarson@dunhamsd.k12.ca.us.

School Safety

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty and the School Safety Committee (SSC) in December 2024 and approved by the school board in January 2025.

School Accountability Report Card

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

A Note to the Reader

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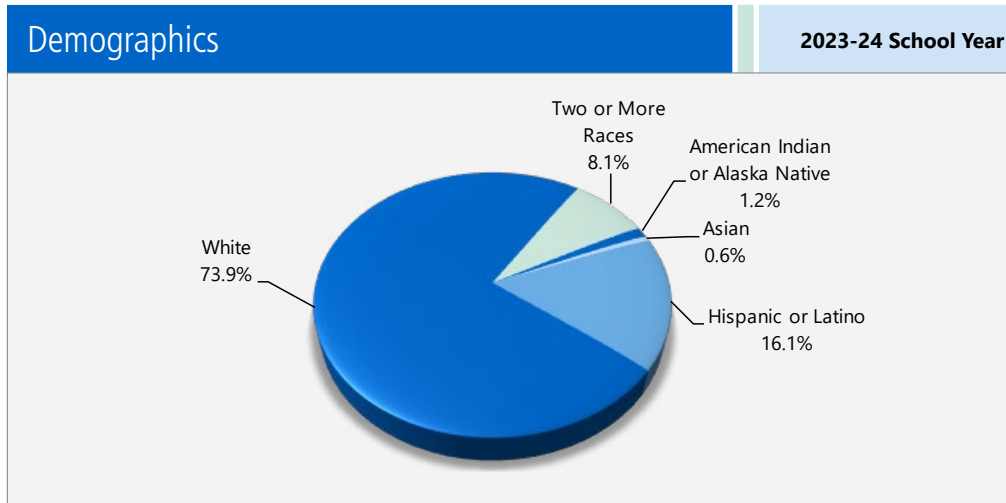
Governing Board

Daniel Drummond, President

Taylor Withrington, Trustee

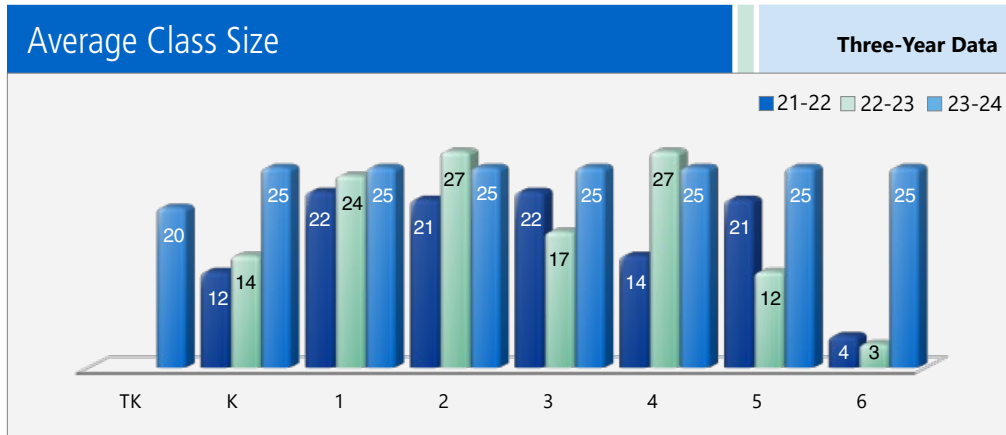Ernesto Raffo, Trustee

Joe Petersen, Trustee

Lisa Poncia, Trustee

Enrollment by Student Group - Dunham Charter

The total enrollment at the school was 161 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2023-24 School Year

- Two or More Races 8.1%
- American Indian or Alaska Native 1.2%
- Asian 0.6%
- Hispanic or Latino 16.1%
- White 73.9%

Class Size Distribution - Dunham Charter

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.
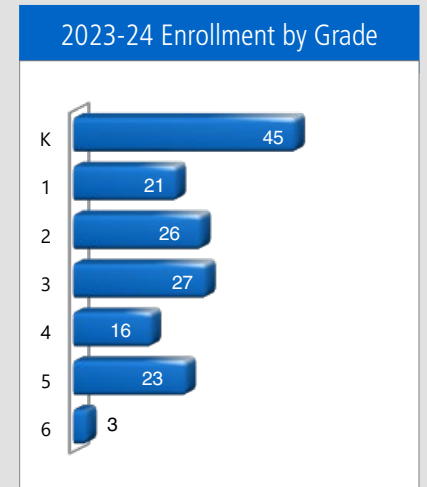
Average Class Size — Three-Year Data

Number of Classrooms by Size — Three-Year Data

Grade	2021-22			2022-23			2023-24		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK							1		
K	1			1	1			1	
1		1			1			1	
2		1			1			1	
3		1		1				1	
4	1				1			1	
5		1		1				1	
6	1			1				1	

Enrollment by Student Group - Dunham Charter

Demographics — 2023-24 School Year

Female	46.00%
Male	54.00%
Non-Binary	0.00%
English learners	2.50%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	30.40%
Students with Disabilities	12.40%

Enrollment by Grade - Dunham Charter
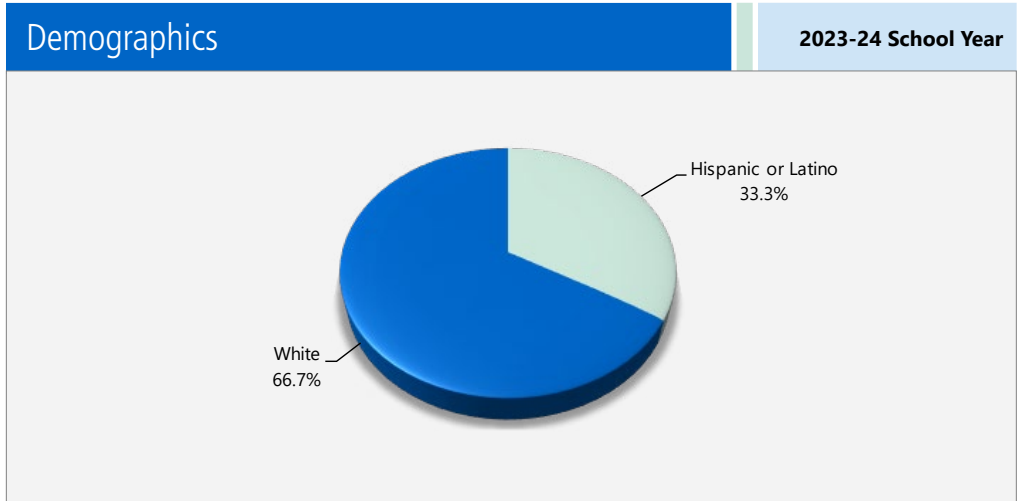
The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade

- K: 45
- 1: 21
- 2: 26
- 3: 27
- 4: 16
- 5: 23
- 6: 3

Enrollment by Student Group - Dunham Elementary

The total enrollment at the school was 9 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.
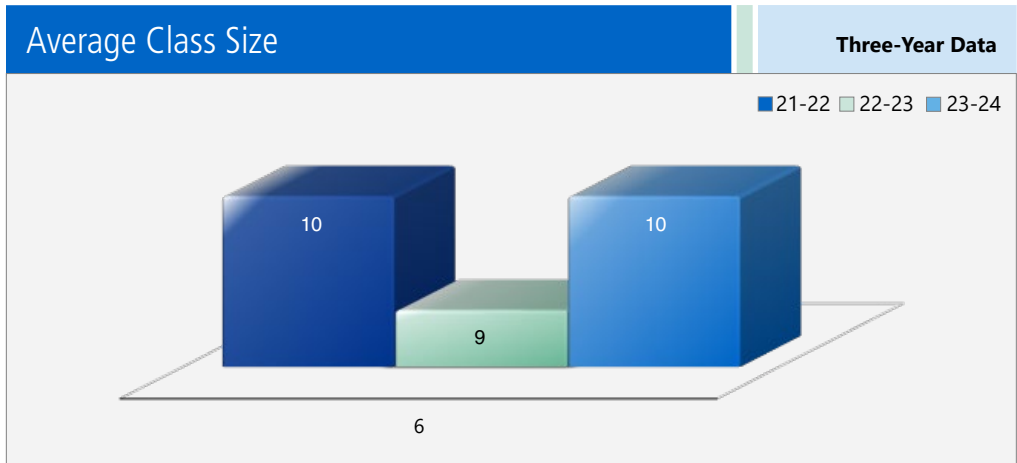
Demographics — 2023-24 School Year

Hispanic or Latino 33.3%
White 66.7%

Enrollment by Student Group - Dunham Elementary

Demographics

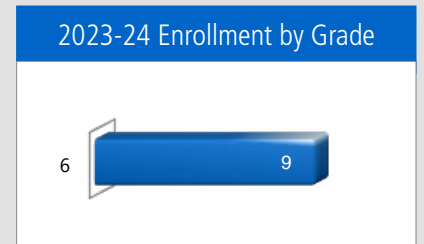| 2023-24 School Year	
Female	44.40%
Male	55.60%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	11.10%
Students with Disabilities	11.10%

Class Size Distribution - Dunham Elementary

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

21-22   22-23   23-24

Grade 6: 10, 9, 10

Enrollment by Grade - Dunham Elementary

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade

6 : 9

Number of Classrooms by Size — Three-Year Data

Grade	2021-22			2022-23			2023-24		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	1			1			1		

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions						Three-Year Data
	Dunham CS			**Dunham ES**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Suspension rates	2.10%	0.00%	0.60%	0.00%	0.00%	0.00%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Dunham SD			**California**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Suspension rates	1.90%	0.00%	0.60%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2023-24 School Year	
	Dunham CS		**Dunham ES**	
Student Group	**Suspensions Rate**	**Expulsions Rate**	**Suspensions Rate**	**Expulsions Rate**
All Students	0.60%	0.00%	0.00%	0.00%
Female	1.30%	0.00%	0.00%	0.00%
Male	0.00%	0.00%	0.00%	0.00%
Non-Binary	0.00%	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%
Black or African American	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	3.30%	0.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%	0.00%
White	0.00%	0.00%	0.00%	0.00%
English Learners	0.00%	0.00%	0.00%	0.00%
Foster Youth	0.00%	0.00%	0.00%	0.00%
Homeless	0.00%	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	2.00%	0.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	4.20%	0.00%	0.00%	0.00%

Professional Development

Professional Development and Staff Training

At Dunham School District, we prioritize the professional growth of our staff to ensure the highest quality education and support for our students. All staff members, including instructional assistants, actively participate in training relevant to their roles, aligning with both school and individual needs.

For the 2024-25 school year, professional development was thoughtfully adapted to address the unique needs of our staff and students. Training opportunities included:

- **Social-Emotional Learning (SEL):** Implementation of the Toolbox program to enhance student social-emotional skills.
- **Teaching Students Grit:** A program by Dave Nettle, focused on fostering resilience and perseverance in students.
- **Lexia:** Comprehensive training for staff on this literacy-focused program to support differentiated instruction.
- **Discovery Science:** Training in the district's newly adopted science curriculum to deliver engaging and standards-aligned lessons.
- **Write from the Beginning:** A structured writing program that emphasizes foundational writing skills across grade levels.

Additionally, staff receive annual training in CPR, first aid, and safety protocols, as well as their responsibilities as mandated reporters. These foundational trainings ensure that all staff are well-equipped to maintain a safe, supportive, and effective learning environment for all students.

Our approach to professional development is responsive and collaborative, with topics identified through input from staff and an analysis of school priorities. By investing in ongoing learning, Dunham School District supports its mission to nurture academic and personal growth in every student.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2022-23	3
2023-24	3
2024-25	3

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	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
5	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group								2023-24 School Year
Student Group	**Cumulative Enrollment**		**Chronic Absenteeism Eligible Enrollment**		**Chronic Absenteeism Count**		**Chronic Absenteeism Rate**	
	Dunham CS	Dunham ES	Dunham CS	Dunham ES	Dunham CS	Dunham ES	Dunham CS	Dunham ES
All Students	162	❖	159	❖	23	❖	14.50%	❖
Female	78	❖	75	❖	15	❖	20.00%	❖
Male	84	❖	84	❖	8	❖	9.50%	❖
Non-Binary	0	❖	0	❖	0	❖	0.00%	❖
American Indian or Alaska Native	0	❖	0	❖	0	❖	0.00%	❖
Asian	0	❖	0	❖	0	❖	0.00%	❖
Black or African American	0	❖	0	❖	0	❖	0.00%	❖
Filipino	0	❖	0	❖	0	❖	0.00%	❖
Hispanic or Latino	30	❖	29	❖	5	❖	17.20%	❖
Native Hawaiian or Pacific Islander	0	❖	0	❖	0	❖	0.00%	❖
Two or More Races	13	❖	13	❖	1	❖	7.70%	❖
White	115	❖	114	❖	17	❖	14.90%	❖
English Learners	0	❖	0	❖	0	❖	0.00%	❖
Foster Youth	0	❖	0	❖	0	❖	0.00%	❖
Homeless	0	❖	0	❖	0	❖	0.00%	❖
Socioeconomically Disadvantaged	51	❖	50	❖	10	❖	20.00%	❖
Students Receiving Migrant Education Services	0	❖	0	❖	0	❖	0.00%	❖
Students with Disabilities	24	❖	24	❖	2	❖	8.30%	❖

❖ 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.

Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP— California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

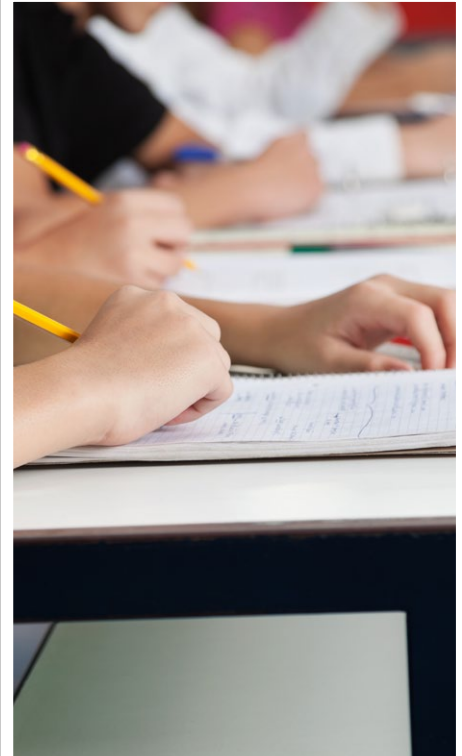| Percentage of Students Meeting or Exceeding State Standard			Two-Year Data	
	Dunham CS		**Dunham ES**	
Subject	**22-23**	**23-24**	**22-23**	**23-24**
Science	33.33%	56.00%	✧	✧
	Dunham SD		**California**	
Subject	**22-23**	**23-24**	**22-23**	**23-24**
Science	33.33%	56.00%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard			Two-Year Data	
	Dunham CS		**Dunham ES**	
Subject	**22-23**	**23-24**	**22-23**	**23-24**
English language arts/literacy	55%	57%	❖	❖
Mathematics	48%	56%	❖	❖
	Sequoia Union ESD		**California**	
Subject	**22-23**	**23-24**	**22-23**	**23-24**
English language arts/literacy	54%	57%	46%	47%
Mathematics	48%	55%	34%	35%

✧ Not applicable. Dunham Elementary School serves students in grade 6 only.

❖ 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.

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results by Student Group: Science (Dunham Charter grade 5)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	25	25	100.00%	0.00%	56.00%
Female	12	12	100.00%	0.00%	41.67%
Male	13	13	100.00%	0.00%	69.23%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	68.75%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

CAASPP Test Results by Student Group: English Language Arts (Dunham Charter grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	70	70	100.00%	0.00%	57.14%
Female	35	35	100.00%	0.00%	54.29%
Male	35	35	100.00%	0.00%	60.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	0.00%	53.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	47	47	100.00%	0.00%	61.70%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	20	20	100.00%	0.00%	40.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
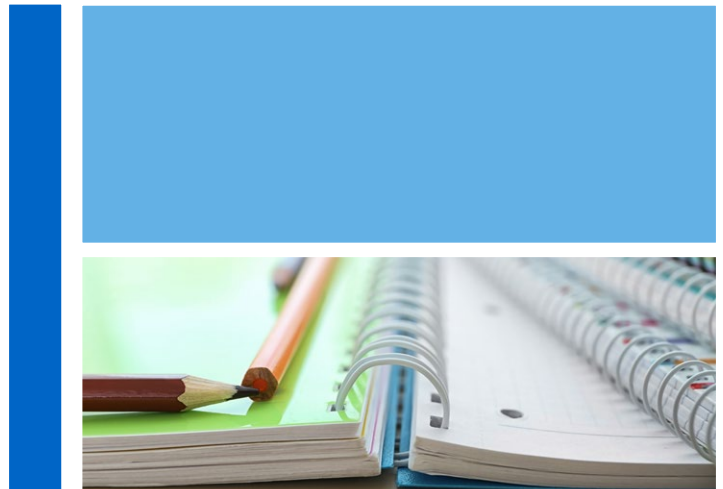
CAASPP Test Results by Student Group: English Language Arts (Dunham Elementary grade 6)

Percentage of Students Meeting or Exceeding State Standard	2023-24 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
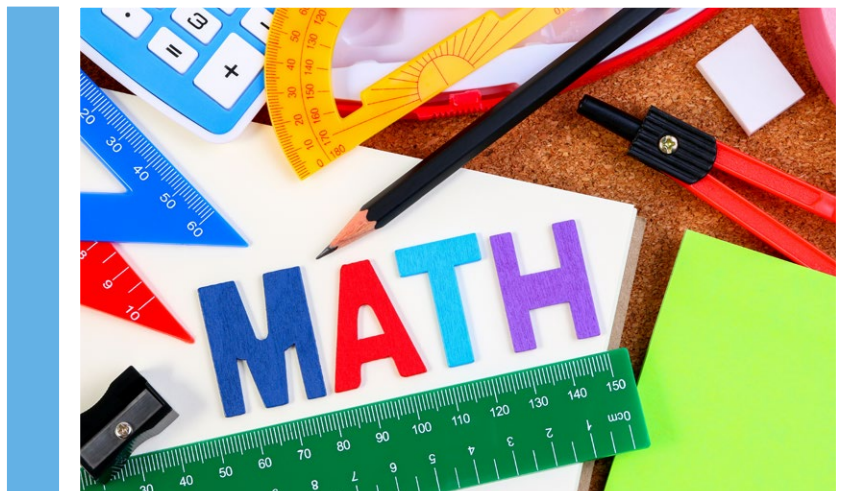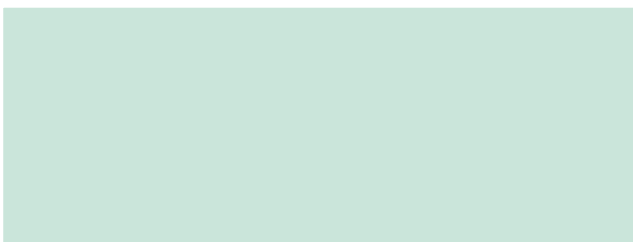
CAASPP Test Results by Student Group: Mathematics (Dunham Charter grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	70	70	100.00%	0.00%	55.71%
Female	35	35	100.00%	0.00%	42.86%
Male	35	35	100.00%	0.00%	68.57%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	15	15	100.00%	0.00%	53.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	47	47	100.00%	0.00%	59.57%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	20	20	100.00%	0.00%	30.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
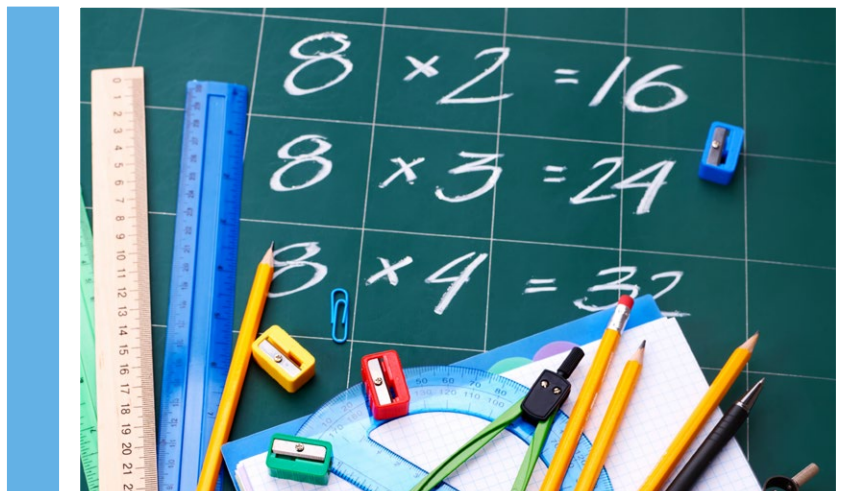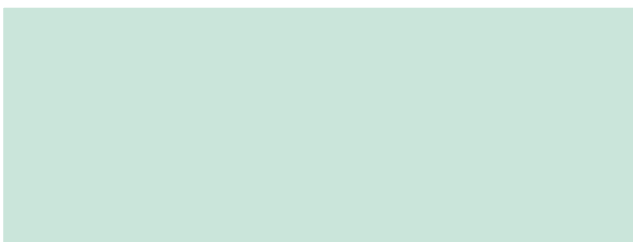
CAASPP Test Results by Student Group: Mathematics (Dunham Elementary grade 6)

Percentage of Students Meeting or Exceeding State Standard	2023-24 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

Textbooks and Instructional Materials

The Dunham School District ensures that all students, including English learners, have access to sufficient textbooks and instructional materials for use in class and at home. These materials cover the core subjects of language arts, mathematics, history/social science, and science.

After piloting the Bridges Math program during the 2018-19 school year, the district officially adopted it in 2019-20. Bridges Math is included on the California Department of Education's list of approved instructional materials.

The English language arts curriculum, Houghton Mifflin, was adopted in 2016 and is also on the California Department of Education's approved list. The district's history/social science curriculum was last updated in 2005. In 2024, the district adopted Discovery Science in alignment with the state's textbook-adoption cycle.

Visual and performing arts are integral to the core curriculum, and the district ensures that any required materials or resources are provided to all students to support their participation and learning.

Textbooks and Instructional Materials List		2024-25 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Houghton Mifflin (K-6)	2016
Mathematics	Bridges (K-5)	2019
Mathematics	College Preparatory Math (6)	2019
Science	Discovery (K-6)	2024
Science	Discovery (6)	2024
History/social science	Social Science, Harcourt (K-3)	2006
History/social science	Houghton Mifflin (4-6)	2006

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2024-25 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks		2024-25 School Year
Criteria		**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2024-25 School Year	
Data collection date	11/12/2024

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-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.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2024-25 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	6/18/2024

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Smartboards ordered to be installed.	January 2025
Electrical	New electrical wiring completed.	Summer 2024
Restrooms/fountains	Septic tank needs cleaning.	November 2024
Safety	New emergency Gates and fencing; new phone System; new intercom, bell and safety system; new cameras.	October 2024-January 2025
Structural	New Tuff Shed installed.	August 2024
External	New drainage by Learning Center and TK/K yard.	December 2024

School Facilities

All students at Dunham School are adequately housed, with classroom space more than sufficient to accommodate all programs, including special education. The playgrounds are well-maintained and offer a generous area for student play and recreation. All classrooms are equipped with heating and air conditioning, ensuring a comfortable learning environment. Restrooms are clean and well-maintained, with a part-time cleaner providing daily morning service.

The Dunham Parent Teacher Organization (PTO) actively supports campus upkeep by organizing cleanup and landscaping days throughout the year, helping to continually enhance the school's appearance. All classrooms are connected to the internet and networked to facilitate the sharing of technology and resources across classes.

To ensure a safe and healthy environment for students and staff, the campus is gated, and all visitors are required to sign in at the school office and wear a visitor's pass while on campus.

Dunham Elementary School, built in 1971, features eight classrooms, a library, a reading classroom, a special education room, a daycare room, and a community room.

Recent facility improvements include:

- New wiring throughout the campus
- An upgraded intercom and bell system
- A new security alert system with cameras
- New fencing with three emergency gates
- Thorough HVAC inspections and new thermostats installed in every room
- A new shed for PE supplies
- New Phone System
- New drainage

These upgrades were funded through Modernization funds and a CALShape grant awarded in the spring. Dunham School District remains committed to maintaining and improving its facilities to provide a safe, welcoming, and effective learning environment.

"Our mission statement reflects our values and goals: In partnership with our families, Dunham is committed to providing an educational experience that will ready students for successful living in the 21st century."

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

Authorization/Assignment	Dunham CS & ES Number	Dunham CS & ES Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.0	100.0%	9.0	100.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	9.0	100.0%	9.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement — 2021-22 School Year

Authorization/Assignment	Dunham CS & ES Number	Dunham CS & ES Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.5	100.0%	7.5	100.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	7.5	100.0%	7.5	100.0%	279,044.8	100.0%

Teacher Preparation and Placement — 2022-23 School Year

Authorization/Assignment	Dunham CS & ES Number	Dunham CS & ES Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.0	85.7%	6.0	85.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	14.3%	1.0	14.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	7.0	100.0%	7.0	100.0%	277,697.8	100.0%

Note: The data in these tables 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 chat an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Three-Year Data		
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	1.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Three-Year Data		
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Three-Year Data		
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	25.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	0.0
Psychologist	0.2
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.3
Resource specialist (nonteaching)	1.0
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2022-23 Fiscal Year
	Dunham SD	**Similar Sized District**
Beginning teacher salary	◈	$51,351
Midrange teacher salary	◈	$80,424
Highest teacher salary	◈	$103,442
Average elementary school principal salary	◈	$124,851
Superintendent salary	◈	$145,236
Teacher salaries: percentage of budget	27.07%	26.17%
Administrative salaries: percentage of budget	6.78%	6.29%

Financial Data Comparison

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

Financial Data Comparison		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Dunham CS & Dunham ES	$11,575	$75,173
Dunham SD	$11,575	$75,173
California	$10,771	$79,413
School and district: percentage difference	+0.0%	+0.0%
School and California: percentage difference	+7.5%	-5.3%

◈ Information is not available at this time.

Types of Services Funded

The district receives categorical funding for the following programs:

- Special Education
- Title II
- Title III
- REAP

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

School Financial Data

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

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	$13,653
Expenditures per pupil from restricted sources	$2,079
Expenditures per pupil from unrestricted sources	$11,575
Annual average teacher salary	$75,173

Expenditures Per Pupil

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

School Accountability Report Card

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