

Ralph Dunlap Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Ralph Dunlap Elementary School
Street	1220 Oak Knoll Road
City, State, Zip	Santa Maria, CA 93455
Phone Number	(805) 938-8500
Principal	Joe Schmidt
Email Address	jschmidt@orcutt-schools.net
Website	http://ralphdunlap.orcuttschools.net/
County-District-School (CDS) Code	42-69260-6045744

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Ralph Dunlap Elementary School, located in the Orcutt Union School District, is in the southern region of the Santa Maria Valley and serves students in grades kindergarten through six following a traditional calendar. For the 2020-2021 school year, 518 students are enrolled, which includes 10% in Special Education, 8% qualifying for English Language Learner support, and 32% qualifying for free or reduced price lunch. Two Special Day Classes are serving students in K-3rd grades and 3rd-6th grades this year.

School Vision:

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

School Mission:

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

Therefore, Ralph Dunlap teaching staff makes the following commitments:

1. Be professional and accountable.
2. Be consistent in implementing student expectations.
3. Protect instructional time.
4. Celebrate and educate our students and each other.
5. Be open to embrace changes and take risks.
6. Respect everyone's uniqueness and level of expertise.
7. Be an encouraging, caring and supportive staff member.
8. Be enthusiastic, positive, motivated, fun and creative.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	70
Grade 1	66
Grade 2	78
Grade 3	83
Grade 4	95
Grade 5	87
Grade 6	97
Total Enrollment	576

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	2.1
Filipino	1
Hispanic or Latino	43.8
White	43.4
Two or More Races	6.6
Socioeconomically Disadvantaged	38.4
English Learners	6.9
Students with Disabilities	8.3
Foster Youth	0.5
Homeless	0.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	23	21	22
Without Full Credential	2	2	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

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

On Wednesday, September 9, 2020, the Orcutt Union Elementary's Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 7 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016 Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0.0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt, Math Expressions Adoption Year 2015 Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra Adoption Year 2015	Yes	0.0%
Science	Grades K-5: McGraw-Hill, California Science Adoption Year 2008 Grades 6-8: Holt, Rinehart, & Winston, California Science Adoption Year 2008 Grades K-6: Studies Weekly Science Supplemental 2020-2021	Yes	0.0%
History-Social Science	Grades K-5: Studies Weekly, California Adoption Year 2019 Grade 6: Studies Weekly, California Supplemental 2020-2021 Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0.0%

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

School Facility Conditions and Planned Improvements

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

The day custodian is responsible for:

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

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

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gophers in upper and lower fields.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repair wood on ramps & siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Replace rusted hinges on bridge. Rust on bottom of restroom door.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	52	N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	39	N/A	33	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

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

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

Opportunities to Volunteer:

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

Committees:

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

School Activities:

- Back to School Night (Fall)
- Fall Festival
- Reflections Art Night & Gallery
- Family Fun Nights (Reading, Science, Technology - Coding)
- Open House (spring)
- Science Fair
- Holiday Craft Fair
- Book Fairs (Fall & Spring)
- Jog-A-Thon (Fall)
- Family Movie Nights
- Family Bingo Night
- Parent Education Nights
- Other PTA Activities

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	1.9	2.7	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Site Safety Plan was developed for Ralph Dunlap Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in the December 2020.

Ralph Dunlap School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the hallways
- Safety in the cafeteria/multi-use room
- Safety from bullying, harassment, prejudice

Ralph Dunlap staff also promotes the following guidelines for success.

- Respectful
- Responsible
- Value everyone
- Engage in learning

Ralph Dunlap Staff Commitments:

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	3		20	1	3		29		2	
1	26		2		21		3		41		1	1
2	25		4		26		3		25		3	
3	27		3		26		3		28		3	
4	30		2		30		3		42		2	1
5	29		3		24	1	3		29		3	
6	24	1	4		30		3		31		3	
Other**									11	2	1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1920

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,007	\$166	\$11,841	\$77,109
District	N/A	N/A	\$11,607	\$75,773
Percent Difference - School Site and District	N/A	N/A	2.0	1.7
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	41.8	-4.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Public Internet Access Location

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

Address: 175 South Broadway, Orcutt CA

Phone Number: (805) 937-6483

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Disclosure

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,855	\$50,574
Mid-Range Teacher Salary	\$71,372	\$76,649
Highest Teacher Salary	\$97,555	\$98,993
Average Principal Salary (Elementary)	\$121,755	\$125,150
Average Principal Salary (Middle)	\$120,464	\$129,394
Average Principal Salary (High)	\$129,513	\$122,053
Superintendent Salary	\$214,240	\$193,925
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

All training and curriculum development activities at Ralph Dunlap Elementary School help support staff knowledge and implementation of California Common Core Standards. The District is very supportive in hosting relevant training and meetings indicated below held during the staff development days in 2017-18, 2018-19 and 2019-20:

- Grade-level writing meetings
- iPad, Chromebook, and Digital Media Academies
- Leadership Team meetings with "partner" schools
- Science and History adoption support training/meetings
- Professional Learning Communities
- Examining Student Achievement
- Grade Level Math Workshops
- Differentiated Instruction
- Addressing the Needs of English Learners
- Positive Behavior Interventions and Support
- Best Practices in the Use of Technology
- Distance Learning Strategies
- Safety in COVID Times

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

Ralph Dunlap Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.