



Dublin Elementary School

7997 Vomac Road • Dublin, CA 94568 • (925) 833-1204 • Grades K-5

Lauren McGovern, Principal

mcgovernlauren@dublinusd.org

<http://www.dublin.k12.ca.us/des>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Dublin Unified School District

7471 Larkdale Avenue
Dublin, CA 94568
(925) 828-2551
www.dublinusd.org

District Governing Board

Dan Cherrier
President

Megan Rouse
Vice-President

Amy Miller
Trustee

Gabrielle Blackman
Trustee

Catherine Kuo
Trustee

Tinni Makherjee
Student Representative

Sowri Athi
Student Representative

District Administration

Dr. Dave Marken
Superintendent

Joe Sorreia
**Assistant Superintendent
Business Services**

Matt Campbell
**Assistant Superintendent
Educational Services**

Mark McCoy
**Assistant Superintendent
Human Resources**

School Description

Dublin Elementary School has been a fixture in the community since 1961. Since its establishment, staff, students, and families have joined together to create a community that ensures all children have the access, skills, resources, knowledge, and experiences to prepare them for future college and career endeavors. In classrooms, on the playground, and in our global community we want our students to value diversity and to be inclusive leaders, problem solvers, pursuers of knowledge, effective communicators, and creative thinkers. Therefore, we provide them with a rigorous and relevant core academic foundation that is centered on character development, higher order thinking skills, teamwork, technology, and 21st century learning skills. Our goal is for our diverse population of learners to become compassionate, ethical, and inquisitive global citizens. Presently, we serve 910 students in preschool through the fifth grade. We also serve three moderate-severe and one mild-moderate in Specialized Academic Instruction (SAI) classes. Within our population, 33% of our students are white, 32% are Asian, 17% are Hispanic or Latino, 13% are Socioeconomically Disadvantaged, 10% are Two or More Races, 7% are English Language Learners, and 6% have Learning Disabilities.

To guide our instructional practice, Dublin Elementary has placed its focus on the Local Control Accountability Plan's (LCAP) following state priorities: Priority #2 Implementation of Common Core Standards-Smarter Balanced Assessments, Priority #4 Pupil Achievement, and Priority #8 Pupil Outcomes. In addition, our site's use of metacognitive strategies, common formative assessments, academic vocabulary, comprehensive interventions, and acceleration, as described by John Hattie (2009), have made us a model school for the implementation of highly effective instructional strategies. We are proud of this accomplishment and the opportunities we have had to share our knowledge, expertise, and resources throughout the district.

Given Dublin Elementary School's focus on targeted and highly effective instructional strategies, we regularly contribute to the following district level committees: Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), Grade Level PLCs, Leadership Teams, English Language Acquisition Committees (ELAC), DUSD Curricula Councils, Gifted and Talented Education, Visual and Performing Arts (VAPA), Local Control Accountability Plan (LCAP) Committee, and Technology and Safety Committees. The measurable academic gains observed at Dublin Elementary School are the result of these collaborative efforts as well as targeted, skill-based Response to Intervention practices.

Dublin Elementary is a community built on the motto, "Shark Pride":

- Positive attitude.....Speak with kindness and show an open mind.
- Respect.....Staff, students, and families working together.
- Integrity.....Honesty, responsibility, and a clean campus.
- Doing our best effort.....Hard work and focus.
- Encouragement.....Celebrating our victories and differences.

At Dublin Elementary School, our progress and achievements have been strengthened by this shared vision. As a team, we work "together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results" (Richard DuFour, 2002). We are a team rooted in "collective inquiry, action orientation and experimentation, commitment to continuous improvement, and results orientation" (Richard DuFour & Robert Eaker, 1998). Simply said, our focus is on every kid, every day. We "work together to achieve what [we] cannot accomplish alone" (DuFour & Eaker, 1998).

About the SARC

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, 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 LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	178
Grade 1	142
Grade 2	147
Grade 3	137
Grade 4	135
Grade 5	139
Total Enrollment	878

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	34.6
Filipino	4.4
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	1.5
White	30.8
Two or More Races	10.8
Socioeconomically Disadvantaged	8.9
English Learners	6.2
Students with Disabilities	5.2
Homeless	0.2

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 for Dublin Elementary	17-18	18-19	19-20
With Full Credential	49	45	47
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	558
Without Full Credential	◆	◆	24
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Dublin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	2	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 Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Starfall (Kindergarten) Adopted 2016 Benchmark Advanced Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 condition. At the time of this school facility inspection, no deficiencies were found.

Our building is 50 years old. In 2003, classrooms renovations were done on 50 percent of the campus, including new roofing, energy-efficient heating and air-conditioning systems, ceilings, and lighting. Student and staff restrooms were modernized to current standards and Americans with Disabilities Act requirements. The campus-wide fire-alarm system was also replaced. The staff room was updated with new cabinets in 2005. In the summer of 2006, the overhead walkways were removed to ensure safety; they were replaced in the spring of 2010 with bond funds.

In the summer of 2009, major construction started on the renovation of Dublin Elementary. Phase 1 included demolition of the existing kindergarten classrooms and installation of a new play structure and shade structure on the back part of campus. In the year of 2009-10 school year construction began to complete the fourth and fifth grade classrooms and the new kindergarten complex. As a result in the fall of 2010, Dublin Elementary School began the school year with new overhead walkways and a state-of-the-art rebuilt kindergarten wing and a completely new fourth and fifth grade wing. Along with these new added features, the entire campus was repainted with a fresh, new color that united the old and new features of the school, and a new updated mural reflecting the environment of the Bay Area.

Restrooms and the campus are cleaned daily by our site custodian. An evening cleaning crew cleans each classroom daily. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular schedule. We participate in the Go Green Recycling initiative, and students recycle paper, aluminum, cardboard, and plastic bottles.

We have an inviting library that holds approximately 1,100 volumes that have on average age of 13 years. The library has five student computer stations and one search station.

Our media technician staffs the library daily for 30 hours a week. Students visit the library once a week and can check out two to three books weekly. Every two years the media techs work together to do a complete search and remove outdated and overly worn books from our collection. Every year we add approximately 100 books using proceeds from our annual book fair and funds from the School and Library Improvement Plan fund. Our families are very generous with their support of the library and donate many books as well. Input from teachers, students, and the media tech help us build a balanced collection.

All of our classrooms are rich in technology and have SMART boards, document cameras, voice enhancing systems, and student computers. We also have a computer lab and a half-time computer technician who maintains the computers and instructs teachers in how to use different kinds of software. Teachers bring their students to our computer lab at least once a week, where fourth and fifth graders learn to type, conduct research on the internet, do math on simple spreadsheets, and create Power- Point presentations. Younger students will start to learn typing, work on educational websites, rehearse math and reading skills, write, and create.

All teachers have access to email and the internet and maintain a website. They use computers to keep assessment data and correspond via email with parents and colleagues.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Office: HVAC not working. Girls Rest Room: Vent cover is missing.
Interior: Interior Surfaces	Poor	Staff Lounge: Ceiling tiles are loose. Principal, A1, A2, A3, A4, A6, A8, A9, B10, B11, B1, B4, B5, C1, C4, C5, C6, D4, K1: Ceiling tiles have water stains. Storage/Learning Center: Hole in ceiling. Lounge, Media Center, A10, D5: Ceiling tile has a hole. A1: Ceiling tile T-bar is bent/broken. A7: Ceiling tile is broken. Unisex bathroom: Hole in wall. Boys Rest Room: Floor valve cover missing creating a tripping hazard. A12: Ceiling tiles have holes. Ceiling tile is loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	B3, B4, B6, B10, C5, C6, D6, P3, A1, A3, A4, A6, A9, A10, K4: Unsecured items stored too high. Boys Rest Room: Flooring is dirty.
Electrical: Electrical	Poor	Stage: One light diffuser is missing. Copy Room: Two light diffusers are missing. Women's Rest Room: One of two lights is out. Storage/Learning Center: Four light panels are out. Access to electrical panel is blocked. B4, B7, B11: Multiple light bulbs are out. One light panel is out. B2, B3, B10, C1, C6, D6, Boys Rest Room, P1, P4, P5, A1, A2, A4, A6, A7, A8, A9,

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>A11, K1, K2, K3: Multiple light bulbs are out.</p> <p>B1: Three light panels are out. One light panel is bad.</p> <p>Girls Rest Room: Switch plate is broken.</p> <p>C5, K2: One light diffuser is loose.</p> <p>A7: One light panel is out.</p> <p>A12: Two light panels are out.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	Fair	<p>A1, A5, B7: Drinking fountain has low flow.</p> <p>B1: Drinking fountain has a sporadic flow.</p> <p>Unisex Rest Room: Toilet leaks at fitting. Faucet has a constant drip.</p> <p>B4, C1, C4, Boys Rest Room, K2: Drinking fountain handle is broken.</p> <p>Boys Rest Room: Toilet is loose at the base.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	Fair	<p>Health Office: Plug in air freshener.</p> <p>Psych, Counselor, MPR, Lounge, Kitchen, A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, B4, B6, B7, B11, B12, B2, Media Center, C1, C2, C3, C4, C5, C6, C7, D1, D2, D3, D4, D5, D6, P1, P2, P3, P4, P5, P6, K1, K2, K3, K4, K5: Fire extinguisher tag is out of date (November 10, 2018)</p> <p>D4, K5: Plug in air freshener.</p> <p>A9: Evacuation map is not posted. Plug in air freshener.</p>
<p>Structural: Structural Damage, Roofs</p>	Good	<p>Admin, MPR, A7, B1: Dry rot on covered walkway.</p> <p>Kitchen: Crack in ceiling.</p> <p>Boy's rest room: Dry rot on siding.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	Good	<p>Boy's rest room: Door does not shut properly.</p> <p>Non-public use play equipment on playground.</p>
<p>Overall Rating</p>	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	71	78	78	50	50
Math	71	70	74	73	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.2	29.1	27.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Types of Services Funded

Federal Title One funds are allocated to schools for the purpose of providing all children with an equitable and high-quality education. At Dublin Elementary, our Title One funds support: a certificated intervention teacher, vocabulary-rich reading books, and supplemental math materials. In addition, our site intervention budget funds our Multi-tiered System of Support (MTSS) Model which supports students in meeting their learning goals and targets. These monies go toward teacher collaboration days, professional development, and a certificated intervention teacher. Along with this support, our Parent Faculty Club (PFC) raises funds for classroom supplies, field trips, technology, and fifth grade outdoor education camp. The PFC also hosts community-building events such as movie night, the spring carnival, the read-a-thon, family dance night, and an online auction. Our school's All Student Body (ASB) raises money for science, fine arts, technology, character education, the school garden, fifth grade camp, music, health and fitness, and Student Council through fundraisers such as our annual jog-a-thon.

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).

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 Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	414	411	99.28	71.29
Male	207	206	99.52	64.56
Female	207	205	99.03	78.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	129	129	100.00	82.95
Filipino	14	14	100.00	78.57
Hispanic or Latino	69	66	95.65	43.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	141	100.00	75.18
Two or More Races	43	43	100.00	69.77
Socioeconomically Disadvantaged	40	39	97.50	46.15
English Learners	59	57	96.61	66.67
Students with Disabilities	26	25	96.15	64.00
Homeless	--	--	--	--

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

Note: 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 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	414	411	99.28	70.07
Male	207	206	99.52	72.33
Female	207	205	99.03	67.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	129	129	100.00	86.05
Filipino	14	14	100.00	64.29
Hispanic or Latino	69	66	95.65	39.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	141	100.00	74.47
Two or More Races	43	43	100.00	67.44
Socioeconomically Disadvantaged	40	39	97.50	33.33
English Learners	59	57	96.61	61.40
Students with Disabilities	26	25	96.15	60.00
Homeless	--	--	--	--

Note: 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.

Note: 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 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.

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 2019-20)

At Dublin Elementary School, the success of our students is a result of family, staff, and student collaboration. We are strong partners in providing our children with a rigorous and differentiated education that prepares them for future college and career endeavors. Each year, our parents and families donate numerous hours volunteering in classrooms, serving on School Site Council, participating in Parent Faculty Club meetings, organizing fundraisers to support programs and student learning goals, facilitating community service projects, attending English Learners Advisory Committee meetings, providing outreach to new families, chaperoning field trips, overseeing the school garden and Run Club, and supporting our Shark Pride Character Education program.

To strengthen the ties between home and school, the Dublin team also offers parent-teacher conferences, Back to School Night, Open House, and family festivals and activity nights. At Dublin Elementary, we always welcome new volunteers!

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.

School Safety Plan

The staff monitors school grounds 15 minutes before school as well as at all recesses and break periods. Office and custodial staff, including a Campus Supervisor and site administration, also carry radios throughout the day. In addition, site administration manages the parking lot and crosswalk areas in the morning while the Campus Supervisor monitors it in the afternoon. During lunchtime, noon supervisors, a Campus Supervisor, and administration regularly monitor the playground, cafeteria, gates/fences, and courtyard areas. In class, teachers use the Dublin Elementary Behavior Matrix to review class guidelines, school safety procedures, and expectations for student behavior. All visitors must enter the school through the main gate and sign in at the office, where they receive a bright, color-coded badge to wear throughout their stay.

Our School Safety Plan is reviewed annually. It was last revised and reviewed with staff in October 2019 and continues to be an ongoing discussion at our site during staff meetings, parent coffees, and Site Council meetings. The plan includes procedures for emergencies, evacuations, shelters in place, and lockdowns. It also lists a current inventory of emergency supplies. We work with the Alameda County Fire Department and the District safety committee to plan for emergency preparedness and the training of staff. In addition to these protocols, our campus practices emergency drills monthly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.3	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1463.3

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.8

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	24		8		25		7		22	2	6	
1	25		6		25		6		24		6	
2	27		5		25		6		25		6	
3	23		6		25		6		27		5	
4	21	1	5		29		5		27		5	
5	28		5		26		5		28		5	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the Dublin Unified School District (DUSD) and the Dublin Teachers Association. Content for two of the three days is usually determined by DUSD based on areas of focus, textbook adoption cycles, and DUSD's Local Control Accountability Plan (LCAP). In alignment with this focus, the teachers, specialists, and administrators at Dublin Elementary School examine state, formative, and common formative assessments to refine our instructional vision and to modify our intervention and enrichment supports strategically. This collaborative work assists us in designing our third staff development day for the school year.

Additional staff development opportunities take place during trainings where teachers are released through use of substitutes to attend observational rounds, demonstration lessons, workshops, and/or conferences. They also occur during after school workshops, grade level collaborations, Response to Intervention Consult (RTI) meetings, leadership meetings, staff meetings, and through the use of site-based instructional coaches.

Educators partake in the following professional development opportunities to support our LCAP and instructional vision:

- Safety Care training.
- Capturing Kids' Hearts training (by the Flippin Group)
- Tri-Valley Teacher Induction Project (TV/TIP) for new teachers
- Technology Coaching for a variety of software and hardware
- Illuminate (data management system) training in analyzing student data
- Site coaching by an Instructional Coach in literacy and mathematics.
- Site training by an English Language Development Coach.
- Site training by a Science Coach.

Along with these professional development opportunities, teachers have piloted the adoption of new textbooks, served on DUSD committees to develop interim assessments, and attended workshops to improve their skills. In addition, we dismiss students at 2:00 p.m. on Monday and Tuesday to allow time for teachers to collaborate, both within and across grade levels. We also have 21 days district wide where students are released at 2:00 so teachers can collaborate.

We also hold three district-wide professional development days each school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,051	\$1,221	\$5,829	\$85,328
District	N/A	N/A	\$6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.2	7.7
School Site/ State	-28.7	6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.