



# Dublin High School

8151 Village Parkway • Dublin, CA 94568 • (925) 833-3300, X 7001 • Grades 9-12

Maureen Byrne, Principal

[byrnemaureen@dublinusd.org](mailto:byrnemaureen@dublinusd.org)

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

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

**DUBLIN  
UNIFIED**



**School District**

### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
[www.dublinusd.org](http://www.dublinusd.org)

#### District Governing Board

Dan Cherrier  
**President**

Megan Rouse  
**Vice-President**

Amy Miller  
**Trustee**

Gabrielle Blackman  
**Trustee**

Catherine Kuo  
**Trustee**

Tinni Mukherjee  
**Student Representative**

Sowri Athi  
**Student Representative**

#### District Administration

Dr. Dave Marken  
**Superintendent**

Joe Sorra  
**Assistant Superintendent  
Business Services**

Matt Campbell  
**Assistant Superintendent  
Educational Services**

Mark McCoy  
**Assistant Superintendent  
Human Resources**

#### School Description

Dublin High School's mission is to prepare students to be independent and collaborative learners who are responsible, informed and contributing members of society. We strive to provide a learning environment that supports all scholars in embracing diversity, acting with integrity and realizing their personal and academic potential. Dublin High School is a comprehensive high school of 3200 students. We provide students opportunities to achieve at high levels with academically challenging courses, strong and exciting Visual and Performing Arts (VAPA) classes and relevant Career Technical Education (CTE) programs. Dublin High School offers a robust educational experience for all students DHS has 31 Honors and AP Classes. We have both Engineering and Bio-Medical Academies based on Project Lead the Way curriculum. In addition, we offer pathways to students in Culinary Arts and are developing a VAPA pathway. Our students also have access to 42 Tri-Valley ROP (Regional Occupational Program) classes.

Our graduation standards reflect the A-G requirements with all students taking three years of math and science and two of World Languages. Dublin High School has a college going culture. Ninety-eight percent of our graduates go straight to college or university (55% to 4 year and 43% to two year colleges), and 80- % of the class of 2019 graduated A-G Ready. We have made a push in the last two years for more access to our Honors and AP classes, encouraging our under-served populations to take these courses. Key to success is the availability of structures of support for students challenged in academics. To that end, last year we received funding to offer all students one of the College Board Suite of assessments: PSAT 8/9, PSAT and PSAT/ MNSQT. We look to use this data to encourage more students to see themselves as college. This year, our funding from DPIE allowed all 9-11th to take the assessments and we look forward to gaining longitudinal data to help our students.

Dublin High School's College and Career Readiness Program is a model designed to support students academically and emotionally during high school and to prepare them for success after they graduate. The program revolves around a seven period day. Freshmen attend seven classes, including one semester of Freshman Seminar and participate in our lunchtime Freshman Mentor Program (FMP). Beginning sophomore year, DHS students take six classes during their seven periods, with an additional "GAEL" period embedded into their daily schedule. The GAEL period is a non-instructional "academic flex" period used to complete homework, access tutoring, make up tests, speak to counselors, attend to school business or take a stress break. With paid tutors available to assist students throughout the day, we have seen an increase in student performance. Students enjoy the GAEL period and utilize the services.

To complement our extensive academic programs, DHS offers engaging co-curricular opportunities. More than 85 percent of our student body is involved in at least one sport, club, or leadership activity. Our student athletes choose from over 20 different teams for boys and girls provided at the freshman, junior varsity and varsity level, including football, cross-country, basketball, baseball, softball, tennis, lacrosse, track and field, and swimming. Furthermore, we offer more than 100 student led clubs, meeting diverse interests. There is something for everybody! Our students leaders receive extensive training and guidance through our ASB and FMP and contribute to our inclusive, spirited climate. Dublin High students are successful, kind and demonstrate integrity. Student wellness is also a top priority. This fall we opened a long awaited Wellness Center. This center provides drop in counseling, counseling services and a place for students to destress. We look forward to ongoing implementation.

The Dublin community has placed a high value on education, passing a bond measure in 2004 that led to the rebuilding of our school with state of the art facilities. Our final stage, a three story Engineering and Science Building, has begun construction. We are also finishing returfing our athletic field and track. We are grateful for the support we receive from the Dublin community. Our parent volunteers and booster groups dedicate countless hours of assistance to our classes and programs. Together, we actively support our commitment to the success of all of our students. Go Gaels!

## 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
Grade 9	832
Grade 10	803
Grade 11	721
Grade 12	622
<b>Total Enrollment</b>	<b>2,978</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	44.2
Filipino	6.1
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0.3
White	24.2
Two or More Races	8.5
Socioeconomically Disadvantaged	10.4
English Learners	3.3
Students with Disabilities	6.5
Foster Youth	0.1
Homeless	0.1

## 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 High School	17-18	18-19	19-20
With Full Credential	126	131	125
Without Full Credential	1	6	7
Teaching Outside Subject Area of Competence	0	0	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 High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	4	12	2
Total Teacher Misassignments*	5	18	0
Vacant Teacher Positions	1	0	2

\* 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.

### 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.

### Types of Services Funded

Dublin High School receives funding through allocations from the Dublin Unified School District general fund. Funds are expended in accordance with established policies and guidelines. The district supports our AVID program to assist underserved populations in college readiness and matriculation. DHS has been fortunate to receive grants from Chevron and state CTE funds to start and build both our Engineering and Biomedical Academies. These academies provide students with hands on experience and mentoring in these fast growing fields. CTE grants have also contributed to our Culinary Academy.

Now in its fourth year, the DHS College and Career Readiness Program has been funded through a city parcel tax. This money goes to funding our GAEL period; offering free tutoring to all students; our Freshman Mentoring Program, designed to address the social and emotional wellness of our incoming 9th graders and our Freshman Seminar; a semester long course devoted to students gaining skills and understanding to make them successful in the post-secondary decisions they make. We are aware that we will need to renew a parcel tax in 2018 to continue our funding of this unique and well received program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are selected from an state adopted curriculum. Staff go through a formalized vetting process that includes deep comparisons of at least three separate texts. Selected texts are then Sunshined for parent review. The textbooks we use and the corresponding assessments are based on common core standard and teachers are expected to teach to those standard.

All students have their own set of textbooks for home and have access to a class set of books. This reduces wear and tear of materials and allow students to carry less. Textbooks are also available to students in our Library and Student Union.

### Textbooks and Instructional Materials

Year and month in which data were collected: 10/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>English 9 Language of Literature Adopted 2003</p> <p>English 11 Literature &amp; Language Arts Fifth Course</p> <p>Speech and Debate Mastering Competitive Debate Adopted 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Algebra 1 Big Ideas Math: Algebra 1 A Bridge to Success Adopted 2016</p> <p>Algebra 2 Big Ideas Math: Algebra 2 Adopted 2017</p> <p>Algebra 2 &amp; Algebra 2 with Trig Big Ideas Math: Algebra 2 Adopted 2017</p> <p>Precalculus Precalculus with Limits (Cengage) Adopted 2017</p> <p>Calculus Calculus of a Single Variable Adopted 2009</p> <p>Geometry Big Ideas: Geometry Adopted 2017</p> <p>AP Statistics Practice of Statistics Adopted 2009</p> <p>Statistics Statistics and Probability with Applications, 3rd Ed (Bedford, Freeman and Worth) Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>AP Biology AP Biology (Campbell) Adopted 2012</p> <p>Biology and Biology with Research Biology (California Edition) Adopted 2007</p> <p>Chemistry World of Chemistry (McDougal Littell) Adopted 2007</p> <p>Honors Chemistry Modern Chemistry (Holt) Adopted 2007</p> <p>AP Chemistry AP Chemistry Adopted 2013</p> <p>Biotechnology Biotechnology: Science of the New Millennium Adopted 2010</p> <p>Conceptual Physics Conceptual Physics Adopted 2007</p> <p>Earth Science Earth Science (California Edition) Adopted 2007</p> <p>Human Anatomy and Physiology Essentials of Human Anatomy &amp; Physiology Adopted 2014</p> <p>Physics Merrill: Physics Principles and Problems by Paul W. Zitzewitz (Author)</p> <p>AP Physics Merrill: Physics Principles and Problems by Paul W. Zitzewitz (Author)</p> <p>AP Environmental Science AP Environmental Science (Freeman) Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>AP European Western Civilization Adopted 2004</p> <p>US History: American Anthem Adopted 2006</p> <p>Ethnic and Cultural Studies The Immigrant Experience The Ohlone Way Adopted 2002</p> <p>AP Government American Government Adopted 2006</p> <p>US Government Government in America Adopted 2002</p> <p>United States History American Anthem Adopted 2002</p> <p>World History Modern World History Adopted 2006</p> <p>Civics US Government Democracy in Action Adopted 2006</p> <p>Psychology Understanding Psychology Adopted 2006</p> <p>AP Psychology Psychology (Worth)</p> <p>Economics Principals &amp; Practices Adopted 2006</p> <p>AP Economics Economics 2nd Rd Adopted 2009</p> <p>Law and Society Street Law: A Course of Practical Law Adopted 2005</p> <p>American in the 60's: The Columbia Guide to the Vietnam War The Columbia Guide to America in the 1960's Adopted 2011</p> <p>AP Human Geography Cultural Landscape: A Guide to Human Geography Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	French 1 Bien Dit! Level 1 Adopted 2012
	French 2 Bien Dit! Level 2 Adopted 2012
	French 3 Bien Dit! Level 3 Adopted 2012
	AP French Allons AuDela!
	Spanish 1 Realidades Level 1 and Workbook Adopted 2012
	Spanish 2 Realidades Level 2 and Workbook Adopted 2012
	Spanish 3 Realidades Level 3 and Workbook Adopted 2012
	El Hidalgo de la Mancha (Novel) Adopted 2012
	AP Spanish Language Abriendo paso Lectura Adopted 2012
	Abriendo Paso Lectura (Grammar) Adopted 2012
	AP Spanish Literature Azulejo Anthology and Guide Adopted 2015
	Mandarin 1 and 2 Integrated Chinese 1 Pt.1 Adopted 2012
	Mandarin 3 and 4 (semester 1) Integrated Chinese, Level 1 Pt. 2 Adopted 2012
	Mandarin 4 (semester 2) Integrated Chinese, Level 2 Pt. 2 Adopted 2014
	ASL 1 Signing Naturally Level 1 Units 1-2 Adopted 2014
ALS 2 Signing Naturally Student Workbook 2 (Units 7-11) Adopted 2015	
<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%	

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Health</b>	Consumer Health/Employment Education (CHEE) Succeeding in the World of Work Adopted 2005  The Developing Child Adopted 2010  Guide to Food Adopted 2005  Health Adopted 2009  Human Development: Families Today Adopted 2000  Clothing Fashion, Fabrics & Construction Adopted 2000  Culinary Arts Culinary Essentials Adopted 2006 On Baking: A textbook of Baking and Pastry Foundation Adopted 2011  Interior Design Residential Housing & Interiors Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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.

The Dublin High School campus is near the end of a multi-year expansion and renovation project after nearly 40 years of relatively limited facility improvements. The citizens of Dublin voted for a \$184 million-dollar bond in November of 2004. Of this bond, \$81 million was designated to rebuild Dublin High School. State construction funding brings an additional \$20 million dollars to the campus. The total construction program for Dublin High School will translate to \$120 million dollars of facility improvements designed to enhance student learning. Phase 1B of the Dublin High School Master Plan was completed in Fall 2008. Phase 1A construction of the new Math and Science Complex and improvements to our track and field athletic facilities was completed in October 2006. Construction of the next phase; the Humanities Complex, art building, library, sports complex, and administrative offices, was completed in the fall of 2010. The newest phase of modernization includes a new Sports Complex with 1,800 bleacher seating, team rooms and concession area was complete in October 2010. Phase 3A includes a new cafeteria and culinary/consumer & family studies and was completed at the beginning of the 2012 school year. The Center for the Performing Arts & Education was complete in late spring 2014 and opened for the 2014/15 school year. The state-of-the-art facility features a 500 seat theater and educational spaces including a new video production studio, choir classroom, band room, soundproof practice rooms, and drama & video production classrooms. It is a facility the staff and students are very proud of. Finally, the original gym was modernized as part of Phase 4 and completed for use in September 2015. It included upgrades to both boys and girls locker rooms, utility updates throughout, and the addition of four new PE classrooms. The exterior renovations include a new roof, paint and exterior finishes to match the other building on campus funded by Measure C, and access to an outdoor amphitheater.

To keep our school in superior condition, ten custodians and one groundskeeper maintain the campus and clean all classrooms, offices and restrooms daily, in addition to setting up and breaking down the equipment and furniture needed for countless activities on weekdays, weeknights and weekends throughout the school year. The District supports emergency maintenance needs throughout the campus.

The library is a central meeting place for the educational needs of the students. Forty networked computers and laser printers, coupled with a full contingent of textbooks for loan, often serve to rescue students whose home resources are insufficient to ensure that they are competitive in today's information age. A fully credentialed library media teacher and a library media assistant are available to assist students to use information effectively. During lunch and after school until 5 p.m., the same high-quality services are available to all students. The library is fully automated. The Dublin High School collection stands at 9,876 books with an average copyright date of 2004, with strengths in social issues, science, and history. Electronic resources include a full-text database of social issues articles, high-speed internet, and email. Spacious seating and aesthetically pleasing design are bonuses that result in full-capacity crowds each morning and up to closing time each day.

With the availability of new bond monies, significant emphasis was put on giving our students access to the most current technology. Dublin High School has 3 computer labs, 115 Chromebook mobile carts (1780 devices), 65 Mac/PCs and 45 iPads. Through a local bond, the District has upgraded all servers, every staff computer, and all student computers. Dublin High School has been proactive in engaging students to digital literacy, The entire district has increased the access to technology in the classrooms which will ensure that entering freshmen will have prior knowledge and experience using the networked computers as well as the basic Microsoft Office programs, web searches, and curricular software. All of our classrooms are equipped with document cameras, overhead projectors and over-sized screens along with tablet technology and desktop computers.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/16/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Women's Rest Room/H01: Exhaust fan is not working.
<b>Interior:</b> Interior Surfaces	Fair	A102, B105, B106, B112, B113, B119, B126, C121, G108, N105, M213, L202, J101, J102, J106, H05, H06, H07, K111, K105, Field Concessions: Ceiling tiles have water stains. N107: Rubber trim missing around floor hatch. Floor tile is missing. M105, M204, M205: Ceiling tile has a hole. Men's Rest Room: Toilet paper dispenser is broken. Women's rest rooms, E11: Soap dispenser cover is missing. L202, L201: Holes in flooring/carpet creating a tripping hazard. Women's Rest Room/G104, J102, J103, J104, J105, J107, J108, J109, J110, J202, J204, J205, J208, J210, H06, H07, K105, K106, K108, K109, K110, K201, K204, K206, K207, K208, K209: Ceiling tile has a hole. E06, E11: Holes in wall. Q7: Floor tiles broken.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	B113A, B117, N101, N102, N106, K205A, K201, K202, Q2, Q6, C119: Unsecured items stored too high. L114A: Room is extremely cluttered. Q7: Floor tiles are broken.



System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Electrical:</b> Electrical</p>	<p>Fair</p>	<p>Admin: One can light out.  B111, Q13: Surge protectors are daisy chained.  Electrical/B113: One light panel is out.  Multiple light bulbs are out.  Library: Eleven can lights out. Three sconce lights are out.  B117, B117A, K104, J109, J202 J208, J106, J109, Women's Locker room, Women's rest room: Multiple lights out.  B119A: Multiple bulbs are out.  B120, L111, E06, E19, Q9: One light panel is out.  M105: Switch plate is missing.  M114, M107, L202, L205, K205A: One light panel is out (hallway).  M207, J114, L204, L106: Two light panels are out.  Rest Room/L207B: One of two light bulbs are out (Hallway).  K108: Three light panels are out. Outlet cover is missing.  K107: Light diffuser is missing.  J213, K104, E06, P2: Exterior outlet cover is missing.  K101: Extension cord is being permanently used.  K205, Q17: One light diffuser is loose.  K204, K208: Outlet cover is broken.  K201: Extension cords and surge protectors are daisy chained. Cord is creating a trip hazard at entry/exit.  J206: Three light diffusers are missing. One light panel is out.  Gym/G111: Two sconce lights are out. Two light panels are out. Multiple light bulbs are out. Two can lights are out (Foyer).  Men's Rest Room/G103: Switch plate is missing.  Men's Team Room/G107: Light is flickering in rest room.  Women's Team Room: One can light is out. Multiple lights are bad (very dim).  Teacher Workroom/Q11: One light diffuser is loose. Electrical cover is missing.  P4, P5, P6: Exterior light is not working.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Rest Room A101A: Faucet leaks at handle. Food Service B120: One faucet has a drip. Ceramics N107: One sink is not draining properly (due to clay being washed down the drain). Rest Room 106D: Sink is not draining properly. Rest Room L214B: Faucet leaks at handle. K109: Two faucets have a slow drip. Rest Room K205B, Staff Rest Room J114C, Women's Rest Room J113: Faucet is loose at base. Women's Rest Room H01: Two faucets have low flow. Men's Team Room G107: One urinal is out of order. Women's Team Room G109, Women's Rest Room E33, Women's Locker Room E25: One toilet is out of order. Men's Locker Room E11: Faucets have low flow. Men's Rest Room E19: One faucet has low flow. Men's Rest Room: Toilet seat is broken and loose. Q6: Faucets have low flows.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Counselor/B103, Training Room G108: Fire escutcheon is missing. L102, L103, L108, L109, L202, L209, L211, L212, K103, K113, M205, P2, Q4, Q15: Plug in air freshener. L101: Plug in candle warmer. L209: Fire extinguisher is hidden by blanket. Storage L114A: Access to fire extinguisher is blocked (hallway). J208: Fire extinguisher case handle is broken. Evacuation map not posted. J109: Fire extinguisher case handle is broken. Student Cafe, E20: Paint is peeling on wall. Women's Team Room G109: Paint is peeling on ceiling. Aux Gym E01: Fire extinguisher needs to be recharged. P2: Fire extinguisher is not mounted. P5, P6: Fire extinguisher is missing.
<b>Structural:</b> Structural Damage, Roofs	Good	L112: Crack in wall above door (hallway). Q6, Q7: Flooring is uneven/sagging.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Men's Team Room G107: Door handle is broken. Q3: Door closer is broken. P4: Trip hazards on walkway P6: Skid paint is missing on ramp.
<b>Overall Rating</b>	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	81	77	78	78	50	50
Math	66	66	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
9	9.7	35.7	44.4

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.

### Career Technical Education Programs

Dublin High School offers an array of Career Technical Education courses in the Arts, Media and Entertainment Sector; Engineering and Design, Fashion and Interior Design, Hospitality, Tourism and Recreation, Marketing, Sales and Services, and Health Sciences and Medical Technology. A number of the courses within these industry sectors are Regional Occupational Program courses on the campus as well as off the campus in our partnership schools. Students have access to over 42 Tri-Valley ROP career-technical classes, 18 of which are articulated with our local community college for credit by examination and/or are CSU/UC approved courses. Dublin High School is a member of the Tri-Valley Education Collaborative which is instrumental in providing advisory committee members for all of its pathway programs. Teachers and administrators collaborate regularly with all of the Tri-Valley schools, post secondary education partners and community business partners in this collaborative.

Dublin High School prides itself on being a comprehensive high school, offering students a variety of coursework and academic pathways. With the change and growth in the areas of communication and technology in our global economy, we are charged with the task of not only preparing our students academically with the basic reading, writing, and math skills needed, but also with interpersonal and technical skills needed to be successful in their careers.

Dublin High offers two academies that focus on Project Lead the Way (PLTW) curriculum. PLTW is a national organization that provides schools with curriculum in engineering and biomedical sciences designed to engage students in hands-on, real-world, problem-solving learning. The Pathway to Engineering program includes two foundational courses (Introduction to Engineering Design and Principles of Engineering), five specialization courses (Aerospace Engineering, Biotechnical Engineering, Civil Engineering & Architecture, Computer Integrated Manufacturing, and Digital Electronics), and one capstone course (Engineering Development and Design). Our Biomedical Academy offers Principles of Biomedical Science, Human Body Systems and Medical Intervention. As a capstone, students take ROP Nursing, ROP Medical Occupations, ROP Sports Medicine of ROP Health Occupations. PLTW has also started a Computer Science Pathway, which includes the courses Computer Science & Software Engineering and Computer Science Applications. Our goal is to create a full four-year academy program utilizing the PLTW coursework integrated into our core curriculum. At this time, we have two Bio-medical courses and six Engineering courses. DHS also offer a Culinary Arts pathway and are working to create a Visual and Performing Arts pathway These will further serve DHS students to engage in potential career options.

We are proud of our Freshman Seminar course and our Freshman Mentor Program. Both provide incoming 9th graders with a transition to high school in terms of academic and social expectations. In Freshman Seminar, students have an opportunity to learn about potential careers by exploring three basic questions: Who am I? What do I want? How am I going to get it? Students explore future careers with their interests in mind. The class works on goal-setting and habits of mind in preparation for post-secondary options. The final for the class is a mock interview with community members, requiring students to demonstrate interpersonal skills. Students also do work on Budgeting, a concept that is continued during their senior year with a unit on Personal Finance in Economics.

Students can explore careers through the Armed Services Vocational Aptitude Battery and Choices career interest inventories in grades nine through twelve. Our career center technician coordinates job shadowing, internships, and explorer placements for our students in their field of interest, as well as a school-wide career fair, trades expo and presentations by college speakers.

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	696	667	95.83	76.61
Male	350	339	96.86	74.93
Female	346	328	94.80	78.35
Black or African American	31	28	90.32	35.71
Asian	296	291	98.31	85.22
Filipino	37	36	97.30	83.33
Hispanic or Latino	84	80	95.24	61.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	181	170	93.92	75.88
Two or More Races	64	59	92.19	74.58
Socioeconomically Disadvantaged	72	64	88.89	48.44
English Learners	32	31	96.88	12.90
Students with Disabilities	34	28	82.35	21.43
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	696	660	94.83	66.36
Male	350	335	95.71	68.96
Female	346	325	93.93	63.69
Black or African American	31	28	90.32	17.86
Asian	296	291	98.31	85.91
Filipino	37	36	97.30	66.67
Hispanic or Latino	84	76	90.48	34.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	181	166	91.71	57.83
Two or More Races	64	60	93.75	60.00
Socioeconomically Disadvantaged	72	64	88.89	37.50
English Learners	32	29	90.63	34.48
Students with Disabilities	34	24	70.59	29.17
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)

Our teachers, support staff, counselors, and administrators welcome parents' attendance at events such as Back-to-School Night, Open House, Academic Honors celebrations, Future Freshmen Family Night, grade-level counseling presentations, athletic events, Evening of the Arts, instrumental and choral music concerts and drama performances. All of these events are well advertised through our website, marquee, newsletter and Infinite Campus parent portal. Our Dublin parents contribute their time in support of our students through volunteering in a variety of ways: fundraising, chaperoning dances, supervising school events, and planning activities for our 12th graders who are ready to graduate, such as the Senior "Mr. Dublin" Show, the Senior Banquet, the Senior Picnic, and Grad Night. We are grateful for the support we receive from our Dublin community. DHS thrives as a result of the care and generosity we receive.

Parents have multiple avenues for involvement in their students' education. We are grateful for a community that values their students' education and work together to help provide an amazing high school experience for all. Our Dublin High School PFSO (Parent Faculty Student Organization) is the catalyst for keeping parents in touch with school events and parent activities. Parents chaperone field trips, coordinate Homecoming activities, fundraise for grade-level classes and work at athletic and performing arts events. Our PFSO has helped fund our programs, including the Freshman Mentor Program's Lunch and Learn. Before finals each semester, we offer a two night event, Prep to Pass. Opening our library from 5pm-9pm, tutors and teachers are available to help students prepare for finals. Up to 300 students attend and, through the generosity of the PFSO, we provide snacks for the students. The PFSO has also helped our academic clubs by providing money to enter into competitions. Without the support of our parent community, Dublin High would not have the culture it enjoys

In addition, Athletic, Music and Drama Booster groups raise funds to support co-curricular activities and competitions. These organizations help our programs thrive through hours of hard work and dedication. They support big events, such as our Irish Guard Invitational, and small, such as Improv Nights for our groups. Whether small or big, each of these provide students a chance to grow and flourish, to explore sides of themselves they otherwise would not.

Parents also fund and facilitate our "Every 15 Minutes" program, an anti-drinking and driving assembly which occurs every four years for the entire student body.

Parents also serve in other capacity. Parents serve on our School Site Council for a term of two years and monitor our school-wide progress in meeting the goals established in our School Plan for Student Achievement (SPSA). This council has been able to advocate for Wellness for students and have pushed conversations regarding Homework and Grading . As we grow, we hope to have increased parent education nights and look forward to further support.

**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**

Student Safety is a top priority. Dublin Unified School District personnel review our School Safety Plan on an annual basis. Key elements of the plan include responses to emergencies and proactive measures designed to provide a safe environment for students and staff. Working in close collaboration with the Dublin Police Department, we conduct annual disaster and intruder drills to train staff and students on how to respond to emergency circumstances.

Emergency plans are updated annually. Fire drills, disaster and lock down drills are held each year. Dublin High participates in a district-wide safety plan in partnership with local agencies. The School Safety Plan was last reviewed and updated in October 2019. Shortly thereafter, DHS conducted an emergency evacuation. The evacuation went smoothly and students and staff were very compliant, it provided an opportunity to review our procedures. The DHS Safety Committee meets monthly to prepare staff training and emergency drills. The committee has reviewing our protocols to ensure Dublin High School is prepared for emergencies. Our District has been working to ensure that all our campuses are safe. Our district-wide safety committee monitors consistent procedures across all schools. Each school has an appointed representative to attend the District Safety meetings and to report back to the sites.

With the current climate, we have maintained Safety as one of our key initiatives this year and have devoted Staff Meetings to maintain this priority. Safety training takes place at staff meetings. This year, Dublin High added a fifth campus supervisors to provide security during school hours. In addition, the six administrators monitor the campus during break times. The Campus Supervisors serve as student support advocates, helping with campus safety and conflict mediation. Additional sets of eyes and increased adult presence on campus enable us to observe student interactions and provide opportunities for students to make good decisions. Along with the direct services to students, the campus supervisors monitor the site for any safety concerns. Visitors are required to sign in at the main office and wear an identifying badge. Students and staff are also asked to wear badges at all times. We are currently working with DUSD to secure cameras for our campus to also increase safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.1	3.5	3.8
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*	425.4

\* 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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

\* 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 (Secondary)

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	10	48	28	29	11	41	41	30	10	43	47
Mathematics	28	12	54	18	30	8	48	33	30	7	53	36
Science	29	10	29	40	30	4	47	29	31	4	43	38
Social Science	28	9	27	30	30	7	25	37	32	2	27	42

\* 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.

### 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

The academic calendar for the school year includes three days for professional development, followed by 21 collaboration days on Wednesday mornings throughout the year. By mutual agreement with Dublin Teachers Association, the Dublin Unified School District identifies three days of teacher training for the 2018-2019 school year. By contract, the first professional development day is site-based. DHS staff gave input during Spring of 2018 on the topics to cover during the Fall of 2018. In conjunction with teachers, administrators and district office personnel, the Educational Services Department planned and organize the remaining two days.

Dublin High School staff development focuses on advancing the work of our Professional Learning Communities, Safety and social emotional wellness. Course teams in each department collaborate to identify essential standards, create pacing guides and develop benchmark assessments in order to provide our students with a guaranteed, viable curriculum. Teachers used data to inform instructional practices to ensure all students learn. We begin each year by reviewing Team Norms and working on shared goals. Staff report out on PLC work during Staff and Lead Teacher Meetings. We are committed as a staff to reducing our Ds and Fs and strengthening our tutor support services..This year we are paying particular to student wellness as we have seen an increase in self reported stress. As a school we are working to increase student engagement. We are identifying students who are disconnected on campus and creating a plan to reach out.

Administrators formally and informally observe and evaluate teachers on a regular basis throughout the school year. We closely monitor teachers who are new to Dublin High School and formally observe them at least twice during each of their first two years. Tenured teachers are evaluated every other year, per the DUSD-Dublin Teachers' Association Collective Bargaining Agreement. We evaluate teachers using the California Standards for the Teaching Profession (CSTP). The evaluation process begins with meeting with teachers 1:1. Teachers select two target goals from the California Standards for the Teaching Profession to focus on for the year. Administrators make regular classroom observations, monitor students' academic performance, and give frequent written and verbal feedback. Teacher evaluations indicate DHS has a dynamic and professional staff that is committed to helping students learn. As active learners themselves, our teachers readily share information and instructional strategies with each other. Collaboration days have given teachers a formalized avenue to have these conversations, as well as time to look at student data for evidence of efficacy.

As a staff, we have a desire to increase professional development surrounding grading practices, project based learning, best practices responding to dyslexic students, wellness and support for our LGBT+ students, including our transgender students. This work will continue during the 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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Rate for Dublin High School	2015-16	2016-17	2017-18
Dropout Rate	0	0	0.7
Graduation Rate	98.5	97.4	97.1

Rate for Dublin Unified School District	2015-16	2016-17	2017-18
Dropout Rate	0.8	0.7	2.7
Graduation Rate	97.5	95.6	95.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	290
% of pupils completing a CTE program and earning a high school diploma	77 %
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	76 %

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,981	\$1,026	\$5,955	\$85,129
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	-15.0	3.5
School Site/ State	-16.5	4.7

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.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	70.06

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	11	N/A
Science	9	N/A
Social Science	21	N/A
All courses	59	31.5

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

\*Where there are student course enrollments of at least one student.