



Dublin Elementary School

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

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Dublin Unified School District

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Dublin, CA 94568
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www.dublinusd.org

District Governing Board

Megan Rouse, President
Amy Miller, Vice President
Dan Cunningham, Trustee
Joe Giannini, Trustee
Dan Cherrier, Trustee

District Administration

Dr. Leslie Boozer
Superintendent
Beverly Heironimus
Assistant Superintendent
Business Services

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 838 students in preschool through the fifth grade. We also serve three moderate-severe and one mild-moderate in Specialized Academic Instruction (SAI) classes.

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), Response to Intervention (RTI), K-12 Science Alliance, Grade Level PLCs, Leadership Teams, English Language Arts and Math Curricula Councils, Gifted and Talented Education, Visual and Performing Arts (VAPA), Professional Development Teams, and Technology and Safety Committees. The measurable academic gains observed at Dublin Elementary School are the result of these collaborative efforts and life-long learning practices. In the fall of 2013, Dublin Elementary School implemented Targeted, Skill-based Response to Intervention for College and Career Readiness. Since its induction, our school has increased its Title One ranking, in the state of California by 169 positions! Out of 4,103 Title One elementary schools, we are now ranked 46th in the state (based on grade level averages of SBAC ELA, SBAC Math, and CST Science scores) (Pete Claar, 2015). As a team, we are thrilled and motivated by these accomplishments.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	164
Grade 1	126
Grade 2	148
Grade 3	128
Grade 4	139
Grade 5	106
Total Enrollment	811

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	24.3
Filipino	4.2
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.7
White	38.1
Two or More Races	9
Socioeconomically Disadvantaged	9.7
English Learners	10.6
Students with Disabilities	5.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Dublin Elementary School	14-15	15-16	16-17
With Full Credential	36	42	47
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dublin Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* “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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: 8/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2009 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%

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: 10/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Multiple classroom lights out throughout campus. All repaired by 10/17
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Concrete walkways in A and B wing have shifted. Site scheduled for remove and replace over summer of 2017.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	74	77	77	78	44	48
Math	72	76	69	73	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	78	88	83	83	87	83	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.1	25	36.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	112	110	98.2	82.7
Male	61	60	98.4	88.3
Female	51	50	98.0	76.0
Asian	35	35	100.0	82.9
Hispanic or Latino	19	19	100.0	79.0
White	40	39	97.5	89.7
Socioeconomically Disadvantaged	14	14	100.0	57.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	128	123	96.1	75.6
	4	137	135	98.5	74.1
	5	112	111	99.1	80.9
Male	3	65	61	93.8	72.1
	4	75	74	98.7	60.8
	5	61	60	98.4	81.7
Female	3	63	62	98.4	79.0
	4	62	61	98.4	90.2
	5	51	51	100.0	80.0
Asian	3	37	36	97.3	83.3
	4	35	34	97.1	82.3
	5	35	35	100.0	88.6
Hispanic or Latino	3	24	23	95.8	60.9
	4	28	28	100.0	53.6
	5	19	19	100.0	73.7
White	3	50	48	96.0	79.2
	4	50	49	98.0	75.5
	5	40	40	100.0	84.6
Two or More Races	4	16	16	100.0	87.5
Socioeconomically Disadvantaged	4	14	14	100.0	42.9
	5	14	14	100.0	64.3
English Learners	4	14	13	92.9	30.8
Students with Disabilities	4	11	11	100.0	27.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	128	124	96.9	75.8
	4	137	136	99.3	79.4
	5	112	110	98.2	71.8
Male	3	65	61	93.8	75.4
	4	75	74	98.7	77.0
	5	61	60	98.4	76.7
Female	3	63	63	100.0	76.2
	4	62	62	100.0	82.3
	5	51	50	98.0	66.0
Asian	3	37	36	97.3	80.6
	4	35	35	100.0	88.6
	5	35	35	100.0	82.9
Hispanic or Latino	3	24	23	95.8	69.6
	4	28	28	100.0	53.6
	5	19	19	100.0	57.9
White	3	50	49	98.0	79.6
	4	50	49	98.0	85.7
	5	40	39	97.5	71.8
Two or More Races	4	16	16	100.0	87.5
Socioeconomically Disadvantaged	4	14	14	100.0	42.9
	5	14	14	100.0	35.7
English Learners	4	14	14	100.0	42.9
Students with Disabilities	4	11	11	100.0	45.5

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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 the 21st century as outlined in our DUSD Vision 2020 strategic plan. 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, and supporting our Shark Pride Character Education program.

To strengthen the ties between home and school, the Dublin team also offers parents English language tutoring programs, family math and science nights, parent-teacher conferences, Back to School Night, Open House, family festivals, and character education workshops. At Dublin Elementary, we always welcome new volunteers!

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The staff monitors the school grounds for 15 minutes before school as well as at all recesses and break periods. Classified employees, including a Campus Supervisor, and site administration also carry radios throughout the day. In addition, our Student Safety Patrol joins staff before and after school to manage the parking lot and crosswalk areas. During lunchtime, Campus Supervisors, noon supervisors, 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 badge to wear throughout their stay.

Our School Safety Plan is reviewed annually. It was last revised and reviewed with staff in October 2016 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, exit routes, and inventories 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 fire and earthquake drills monthly.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	0.8	0.5
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.4
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	2.2
Resource Specialist	1.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	23	27	1	1		6	6	6			
1	25	25	25				4	5	5			
2	25	28	25				5	4	6			
3	20	24	26	2	1		4	5	5			
4	30	25	28				3	4	5			
5	26	24	27	1			3	4	4			
Other		9	9		2	2						

Professional Development provided for Teachers

At Dublin Elementary School, educators partake in the following professional development opportunities:

- Professional Learning Community (PLC) training to support student learning through collaboration and best practices (by Dr. Richard DuFour and Dr. Robert Eaker).
- 20 Grade Level Collaborations per year
- Response to Intervention Team and Leadership Team meetings
- RTI Consult meetings with teachers
- Staff meetings to analyze school, grade level, and classroom data.
- Four District Grade Level Professional Development Days
- Common Formative Assessment training (by Chris Jakicic)
- Silicon Valley Math Initiative training (by Alameda County Math Consortium)
- Crisis Prevention Institute (CPI) training.
- District staff development days that support the DUSD Vision 2020 Strategic Plan.
- Cultural Responsive training that provides teachers with strategies for increasing student engagement (by Dr. Sharroky Hollie)
- Capturing Kids' Hearts training (by the Flippin Group)
- Gifted and Talented Education (GATE) training in differentiated and targeted instruction (by Dr. John Delancher)
- Metacognitive Comprehension training for supporting students in the development of reading and thinking strategies that improve literacy (by Stephanie Harvey)
- Contra Costa County Collaborative for Learning and Instruction in Mathematics (ACCLAIM) training
- Wednesday PLC collaboration meetings to analyze data and best practices
- Tri-Valley Teacher Induction Project (TV/TIP) for new teachers
- Technology training/coaching for a variety of software and hardware
- Online Assessment Reporting System (OARS) training in analyzing student data
- Instructional Strategies for Rigor, Relevance, and Relationships (by Linda Jordan)

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,663	\$1,794	\$4,869	\$94,885
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-44.2	18.4
Percent Difference: School Site/ State			-14.2	32.7

* Cells with ♦ do not require data.

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: an intervention teacher, vocabulary-rich reading books, supplemental Starfall Math materials, supplemental Eureka Math materials, Developmental Reading Assessment (DRA) kits, Scholastic Reading Inventory, System 44 and Curriculum Associates literacy materials. In addition, state monies for school/library improvement are dedicated to our Response to Intervention (RTI) Model which supports students in meeting their learning goals and targets. These monies go toward teacher collaboration days, professional development, supplementary books, family education nights, and supplies for the classroom. Along with this support, our Parent Faculty Club (PFC) raises funds for classroom supplies, software (such as Scootpad and Spelling City), field trips, library books, special assemblies, science programs, fifth grade outdoor education camp, and Soul Shoppe through many fundraisers such as our annual jog-a-thon, ice cream scoop night, spring carnival, read-a-thon, family dance night, and online auction.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.