



Dublin High School

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

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



Dublin Unified School District

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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 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 2460 students. Once the best kept secret in California, we have doubled in size in the past decade and are on pace to surpass the 3000 mark in two years. 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 29 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 33 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 15% of the class of 2016 graduated with grade point averages of 4.0 or above. 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.

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.

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, will begin construction next year. 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 <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
Grade 9	676
Grade 10	571
Grade 11	516
Grade 12	489
Ungraded Secondary	21
Total Enrollment	2,273

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.1
Asian	32
Filipino	8.7
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.4
White	30.6
Two or More Races	7.7
Socioeconomically Disadvantaged	9.9
English Learners	2.9
Students with Disabilities	6.9
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 High School	14-15	15-16	16-17
With Full Credential	100	115	122
Without Full Credential	1	1	3
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 High 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	98.6	1.4
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. We go through a vetting process, which includes Sunshine Access for parents. 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.

Textbooks and Instructional Materials Year and month in which data were collected: 12/16	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 9 Language of Literature Adopted 2003</p> <p>English 10 Language of Literature Adopted 2003</p> <p>Literature & Language Arts Fifth Course Adopted 2003</p> <p>Literature & Language Arts Sixth Course Adopted 2003</p> <p>Speech and Debate Mastering Competitive Debate Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pre - Algebra Pre - Algebra Tools for a Changing World (McDougal) Adopted 2001</p> <p>Algebra 1 Big Ideas Math: Algebra 1 A Bridge to Success Adopted 2016</p> <p>Algebra 2 Algebra 2 (Glenco) Adopted 2008</p> <p>Algebra 2 & Algebra 2 with Trig Algebra 2 (McDougall Littell) Adopted 2009</p> <p>Algebra 2 & Algebra 2 with Trig Concepts, Skills & Problem Solving (Glencoe-McGraw Hill) Adopted 2010</p> <p>Precalculus Advanced Mathematical Concepts Adopted 2009</p> <p>Calculus Calculus of a Single Variable Adopted 2009</p> <p>Geometry Concepts, Skills & Problem Solving (Glencoe McGraw Hill) Adopted 2009</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 12/16

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>AP Statistics Practice of Statistics Adopted 2009</p> <p>Statistics Statistics Through Applications Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>AP Biology Adopted 2012</p> <p>Biology (California Edition) Adopted 2007</p> <p>World of Chemistry (McDougal Littell) Adopted 2007</p> <p>Modern Chemistry (Holt) Adopted 2007</p> <p>Biotechnology: Science of the New Millenium Adopted 2010</p> <p>Conceptual Physics Adopted 2007</p> <p>Earth Science Adopted 2007</p> <p>Essentials of Human Anatomy & Physiology Adopted 2014</p> <p>Physics, Principals, and Problems Adopted 2007</p> <p>World of Chemistry Adopted 2007</p> <p>AP Chemistry Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>AP European Western Civilization Adopted 2004</p> <p>AP US History: Voices of Freedom - Volumes 1 and 2 Give Me Liberty - Volume 1 Adopted 2013</p> <p>US History: American Anthem Adopted 2006</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 12/16

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The Immigrant Experience The Ohlone Way Adopted 2002</p> <p>AP Government American Government Adopted 2006</p> <p>Civil War Battle Cry of Freedom Don't Know Much About the Civil War Gods and Generals The Killer Angels Adopted 2002</p> <p>US Government Government in America Adopted 2002</p> <p>United States History Adopted 2002</p> <p>World History Adopted 2006</p> <p>Civics US Government Democracy in Action Adopted 2006</p> <p>Psychology Understanding Psychology Adopted 2006</p> <p>Economics Consumer Education and Economics Adopted 2005 Principals & Practices Adopted 2006</p> <p>AP Economics Adopted 2009</p> <p>Law and Society Street Law: A Course of Practical Law Adopted 2005</p> <p>Western Civilization - Comprehensive Volume Adopted 2006</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Foreign Language

Bien Dit! Level 1
Adopted 2012

Cahier d'activites Student Edition level 1
Adopted 2012

Cahier de grammaire et vocabulaire level 1
Adopted 2012

Bien Dit! Level 2
Adopted 2012

Cahier d'activities Student Edition Level 2
Adopted 2012

Cahier de grammaire et volcabulaire Level 2
Adopted 2012

Bien Dit! Level 3
Adopted 2012

Cahier d'activities Student Edition Level 3
Adopted 2012

Cahier de grammaireet vocabulaire Level 3
Adopted 2012

Realidades Level 1
Adopted 2012

Realidades Level 2
Adopted 2012

Realidades Level 3
Adopted 2012

El Hidalgo de la Mancha (Novel)
Adopted 2012

El sombrero de tres picos
Adopted 2012

Abriendo paso Lectura
Adopted 2012

Abriendo Paso Lectura (Grammar)
Adopted 2012

AP Spanish Edition #3
Adopted 2012

Azulejo Anthology and Guide
Adopted 2015

AP Spanish Edition #2
Adopted 2012

Integrated Chinese 1 Pt.1
Adopted 2012

Integrated Chinese, Level 1 Pt. 2
Adopted 2012

Integrated Chinese, Level 2 Pt. 1
Adopted 2013

Textbooks and Instructional Materials
Year and month in which data were collected: 12/16

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Integrated Chinese, Level 2 Pt. 2 Adopted 2014</p> <p>Signing Naturally Student Workbook 1 Adopted 2014</p> <p>Signing Naturally Student Workbook 2 Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Consumer Health/Employment Education (CHEE) Succeeding in the World of Work Adopted 2005</p> <p>The Developing Child Adopted 2010</p> <p>Guide to Food Adopted 2005</p> <p>Health Adopted 2009</p> <p>Human Development: Families Today Adopted 2000</p> <p>Clothing Fashion, Fabrics & Construction Adopted 2000</p> <p>Culinary Arts Culinary Essentials Adopted 2006 On Baking: A textbook of Baking and Pastry Foundation Adopted 2011</p> <p>Interior Design Residential Housing & Interiors Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>AP Music Theory Essentials of Music Theory Music Theory and Practice Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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 is 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 featuring a 500 seat theater and educational spaces like the new video production studio, choir classroom, band room, sound proof practice rooms, and drama & video production classrooms 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 includes 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, nine 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 4 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 and 10 portable laptop carts and 40 Chromebook mobile carts. The total number of computers including desktop and laptops for student use is over 1100. We often receive accolades for the way in which technology is infused throughout all aspects of our curriculum, which has only improved in the several years.

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.

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. For the 2013-14 school year, the District budgeted \$87,826 for the Deferred Maintenance Program. This represents 13% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/22/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system in J & K wing not working 100%. Working with EMS programmer.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/22/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
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				New steps on PAC amphitheater cracking. Working with contractor.. Perimeter fence at stadium sagging. Work order entered.
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	85	76	77	78	44	48
Math	62	66	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	73	81	79	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
9	1.7	25.5	71.4

* 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	561	549	97.9	78.5
Male	290	285	98.3	76.1
Female	271	264	97.4	81.1
Black or African American	31	28	90.3	53.6
Asian	188	188	100.0	88.3
Filipino	47	47	100.0	87.2
Hispanic or Latino	78	78	100.0	66.7
White	172	165	95.9	75.8
Two or More Races	42	40	95.2	75.0
Socioeconomically Disadvantaged	59	56	94.9	53.6
English Learners	15	15	100.0	26.7
Students with Disabilities	42	39	92.9	56.4

* 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	11	505	478	94.7	75.7
Male	11	267	256	95.9	73.0
Female	11	238	222	93.3	78.9
Black or African American	11	20	20	100.0	47.4
Asian	11	153	145	94.8	83.1
Filipino	11	49	47	95.9	80.8
Hispanic or Latino	11	75	72	96.0	63.4
White	11	161	151	93.8	76.3
Two or More Races	11	45	41	91.1	75.6
Socioeconomically Disadvantaged	11	37	34	91.9	52.9
English Learners	11	14	11	78.6	10.0
Students with Disabilities	11	28	25	89.3	16.0

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	11	505	483	95.6	65.8
Male	11	267	259	97.0	66.8
Female	11	238	224	94.1	64.7
Black or African American	11	20	20	100.0	25.0
Asian	11	153	146	95.4	82.2
Filipino	11	49	48	98.0	64.6
Hispanic or Latino	11	75	73	97.3	42.5
White	11	161	153	95.0	65.4
Two or More Races	11	45	41	91.1	70.7
Socioeconomically Disadvantaged	11	37	34	91.9	38.2
English Learners	11	14	12	85.7	25.0
Students with Disabilities	11	28	25	89.3	12.0

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)

Parents have multiple avenues for involvement in their children's education. 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. 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 Single Plan for Student Achievement (SPSA). In addition, Athletic, Band and Drama Booster groups raise funds to support co-curricular activities and competitions. 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.

Our PFSO has helped fund our new programs. 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 pizza 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.

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.

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

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 lockdown 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, updated, and discussed with the school faculty in October 2016. Ongoing discussions in Lead Teacher have taken place as we work to update our plans.

Safety training takes place at staff meetings. Dublin High employs four campus supervisors to provide security during school hours. In addition, the five administrators monitor the campus during break times. The Campus Supervisors as student support advocates by 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.

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. An important addition to school climate and safety was the creation of an active DHS Safety Committee. This safety committee meets monthly to prepare staff training and emergency drills. The committee has worked diligently to ensure that Dublin High School is prepared for emergencies. Our District is very proactive to ensure that all our campuses are safe. An example of this is the purchase of safety equipment and radios for each school in the district.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.5	2.7	5.3
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	5.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	0.0

Average Number of Students per Staff Member

Academic Counselor	416
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* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	25	26	27	15	12		52	61	81	9	6	1
Mathematics	27	27	29	10	14		39	47	70	16	13	5
Science	28	29	30	8	7		37	34	63	12	21	5
Social Science	29	28	28	4	6		32	37	58	16	15	4

* 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

The academic calendar for the school year includes three days for professional development, followed by 21 collaboration days on Wednesday afternoons throughout the year. By mutual agreement with Dublin Teachers Association, the Dublin Unified School District identified three days of teacher training for the 2016-2017 school year. The first professional development day is site-based. DHS staff gave input on the topics to cover during the Fall of 2016. In conjunction with teachers, administrators and district office personnel, the Educational Services Department planned and organized two days. Our focus continues to be on Professional Learning Communities, alignment of Common Core Standards with Smarter Balanced Assessments, and student achievement. Additionally, throughout the year staff participates in training sessions focused on the Response to Intervention (RTI) pyramid model to determine levels of intervention that support closing the achievement gap. These have included Capturing Kids Hearts and AVID strategies. Further, departments participate in a variety of summer seminars and district release days where teachers identify essential standards and develop common formative assessments. Much work is being done with the Science department as we work to implement the Next Generation Science Standards.

Dublin High School staff development focuses on advancing the work of our Professional Learning Communities. To this end, staff trained on technology, common formative assessments and data analysis. 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 began this year by reviewing Team Norms and working on shared goals. Staff report out on PLC work during Staff Meetings. We are also committed as a staff to reducing our Ds and Fs and strengthening our tutor support services.

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 evaluate them twice during each of their first two years. We observe veteran teachers twice 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 Dublin 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.

To ensure the quality of instruction, our staff members participate in a variety of ongoing training opportunities. We consistently make improvements in our teaching by emphasizing student success, modeling high performance standards, and keeping ourselves on the cutting edge in curriculum, instruction, and assessment. We use new strategies to meet students' ever-changing educational needs. As the district transitions to Common Core State Standards and Smarter Balanced Assessments, our teachers recognize the importance of asking students to go deeper in demonstrating their knowledge through writing, speaking and problem solving understanding. The district offers professional development opportunities throughout the school year to support teachers as they transition from content-based standards to common core.

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/.

Types of Services Funded

Our school receives funding through allocations from the Dublin Unified School District general fund. Funds are expended in accordance with established policies and guidelines.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Dublin High School	2011-12	2013-14	2014-15
Dropout Rate	0.80	1.00	0.90
Graduation Rate	98.23	96.85	96.96
Dublin Unified School District	2011-12	2013-14	2014-15
Dropout Rate	1.60	3.50	1.20
Graduation Rate	95.55	92.86	96.18
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1350
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.4
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	68.2

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,424	\$866	\$5,558	\$92,645
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-36.3	15.6
Percent Difference: School Site/ State			-2.1	29.5

* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	4	♦
Mathematics	3	♦
Science	4	♦
Social Science	6	♦
All courses	21	29.24

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	98	98	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	93	94	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	99	91
Two or More Races	53	56	89
Socioeconomically Disadvantaged	75	80	66
English Learners	100	100	54
Students with Disabilities	100	100	78

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 33 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 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 that has been tested and proven 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). 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. We also offer a Culinary Arts pathway and are working to create a Visual and Performing Arts pathway as well. These will further serve DHS students to engage in potential career options.

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.

We are proud of our newly-created 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 addition, goal-setting and habits of mind are reinforced in preparation for post-secondary options.

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.

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.