



Donlon Elementary School

4150 Dorman Road • Pleasanton, CA 94588 • PH: (925) 426-4220 FAX: (925) 426-5423 • Grades K-5

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

Pleasanton Unified School District

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School Description

Donlon Elementary School is located in Pleasanton Unified School District and is one of nine elementary schools out of a total of fifteen schools. Pleasanton is an upper middle class community in the San Francisco Bay Area that places great emphasis on academic achievement and devotes available resources to benefit all students. Donlon is currently focusing on providing strong systems of supports for students' academic, social, and behavioral needs through studying student data in grade level collaborative teams. One area that makes Donlon special is our inclusion of all students. Several general education classes serve as "buddy classes" for our moderate-severe Special Day Class students, joining them in recess and some class activities. Our parent-volunteer led Abilities Awareness week early in the fall gave all students the opportunity to experience simulations of the work and energy students with differing abilities bring to their school day. Students also had the chance to use wheelchairs during their PE class to navigate obstacles and play games. Our playground has accessible play equipment to encourage inclusive play during our recess times.

Our school mission can be summed up with the acronym "HELPS": Donlon is an inclusive community empowering all to be Healthy, Empathetic, Life-long learners with a Positive mindset to become Successful global citizens. Our very dedicated and highly qualified staff uses district adopted standards-based curriculum combined with effective instructional strategies to meet the needs of our diverse student population. We use continuous assessment and data to inform our instruction and develop learning goals for our students. We are focused on increasing levels of learning through engaging instruction, student collaboration, and appropriate interventions. We help students learn expected behaviors through our Positive Behavior Interventions and Supports, including the use of a district-approved social and emotional learning curriculum. We also tie in our city and district wide adopted Community of Character Traits (Responsibility, Compassion, Self-Discipline, Honesty, Respect, and Integrity) across all areas of the curriculum.

Parent and community involvement play an integral role in the success of Donlon. Our Parent Teacher Association (PTA) works closely with staff to support and enrich our school programs. We also work with outside community groups who provide support for our school programs and offer unique learning opportunities for our students. At Donlon, we are proud of the commitment by our students, staff, families, and community members in making our school a place where children thrive and are given multiple opportunities for success.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	121
Grade 2	121
Grade 3	123
Grade 4	134
Grade 5	135
Total Enrollment	758

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	54.9
Filipino	2.9
Hispanic or Latino	5.9
Native Hawaiian or Pacific Islander	0.4
White	27.7
Two or More Races	6.9
Socioeconomically Disadvantaged	7.4
English Learners	18.2
Students with Disabilities	10.3

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 Donlon Elementary	17-18	18-19	19-20
With Full Credential	34	31	36
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasanton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	650.16
Without Full Credential	♦	♦	15.6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Donlon Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

On Tuesday, September 24, 2019, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2019-2020.004 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/2017, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins- Units of Study for Teaching Reading/2017, Lucy Calkins- Units of Study for Teaching Writing/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Twig Education, Inc. 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison Wesley History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. The district's maintenance department inspects Donlon Elementary School on an annual basis in accordance with Education Code§17592.72(c)(1). Donlon Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 12/26/18. No emergency repairs were needed and no unsafe conditions were found. All restrooms are and have been fully functional and available for student use for the 2018-2019 school year.

Every morning before school begins, the administrators and custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and 1.5 evening custodians are assigned to Donlon Elementary School. Restrooms are checked throughout the day for cleanliness and all school areas are cleaned as needed. The administration communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/26/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	80	79	81	79	50	50
Math	79	78	77	75	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.9	30.6	14.2

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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	380	98.70	79.21
Male	197	196	99.49	78.57
Female	188	184	97.87	79.89
Black or African American	--	--	--	--
Asian	198	198	100.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	66.67
Two or More Races	30	30	100.00	70.00
Socioeconomically Disadvantaged	28	28	100.00	60.71
English Learners	91	91	100.00	83.52
Students with Disabilities	45	41	91.11	31.71
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	385	379	98.44	78.36
Male	197	196	99.49	81.12
Female	188	183	97.34	75.41
Black or African American	--	--	--	--
Asian	198	197	99.49	89.34
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.00	56.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	66.67
Two or More Races	30	30	100.00	63.33
Socioeconomically Disadvantaged	28	28	100.00	42.86
English Learners	91	90	98.90	82.22
Students with Disabilities	45	41	91.11	26.83
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)

Parents are encouraged to be involved in their child's learning environment by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers in weekly "Wednesday Folders", the school marquee, the school website, the "Donlon Digest" monthly online newsletter, Parent Involvement Nights, eConnection, administration email, teacher email, PTA weekly newsletter, and PTA Facebook page.

Opportunities for parental involvement include:

- Chaperoning Field Trips
- Helping in classrooms
- Helping at special events
- Committees
- Parent Teacher Association
- School Site Council (SSC)
- Special Needs Committee (SNC)
- English Learner Advisory Council (ELAC)
- School Smarts Parent Academy
- School Activities
- Back to School Night
- Open House
- Fundraisers
- Ice Cream Social
- Science Fair
- Book Fairs

Family Fun Night
 Movie Nights
 Fun Run
 Red Ribbon Week
 International Fair
 Meet & Greet Event
 Restaurant Nights
 Read-A-Thon
 Disco Bingo Night
 Spirit Days
 Spelling Bee
 Music Performances
 D.A.R.E Graduation Ceremony
 Flag Salutes
 Parent Involvement Nights
 Engineering Fair

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Donlon Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was updated, and reviewed with and approved by school site council on November 12, 2019. The school community has monthly drills to practice various aspects of the disaster response plan; ongoing feedback is solicited from staff and improvements are constantly made. The Pleasanton Police Department is invited to observe and give feedback on at least one intruder drill per year, and the Livermore-Pleasanton Fire Department is invited to observe and give feedback on at least one full evacuation drill per year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.8	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.7	2.0
Expulsions Rate	0.0	0.0	0.1

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*	.0

* 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	7.5
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		5		25		5		21	1	5	
1	25		5		25		5		24		5	
2	25		5		25		5		24		5	
3	25		5		25		5		24		5	
4	30		5		33			4	33			4
5	28	1	5		29	1	1	4	33		1	3
Other**	7	1			8	1			9	1		

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

During the 2018-19 school year, Donlon Elementary School staff attended training and development activities to support students' academic, behavioral, and social needs.

Decisions concerning selection of staff development activities are performed by the site leadership team (collaboration council) and the guiding coalition using varied information such as teacher input, district benchmark results, data analysis, and district direction to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Donlon Elementary School supports ongoing professional growth throughout the year on minimum days and Wednesday morning collaboration sessions. Teachers meet in grade level teams to analyze student data to identify areas of need during collaboration times and at release time with the assistance of our Intervention Specialist and administration. Teaching staff are encouraged to participate in district-sponsored staff development workshops or training sessions to supplement to site-based staff development, to reinforcement previous training, and for training on newly implemented programs/curricula.

Donlon Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides (paraprofessionals) are provided behaviorist training focused on effectively supporting students, especially those with behavioral challenges. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from a district behaviorist, department supervisors and district representatives, and are encouraged to attend paid trainings on staff development workdays.

During the 2018-19 school year, Donlon Elementary School's teachers attended three full-day staff development sessions hosted by the Pleasanton Unified School District, as well as a variety of seminars and trainings both inside and outside of the school district, including the following:

Administering the ELPAC (English Language Performance Assessment for California).

PUSD Summer Institute - varied choices, staff selected.

Institutes presented by the district Special Education department

Units of Study - focusing on readers workshop and strategies for small groups

Units of Study Phonics

Second step (online - staff selected) training

Go Green (recycling) training

Project Lead The Way (engineering) training

SPIRE training

Just Words training

Foundation training

CPI training

Administrative Secretary training

Escape training

Raptor training

CPR/First Aid Recertification

Components of Ethics in Health Care training

Top 10 Stuttering Therapy Suggestions

Google training

Structured Literacy training

Leveled Literacy Intervention training

Institute for Multi-Sensory Education: Dyslexia training

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,695	\$51,374
Mid-Range Teacher Salary	\$88,079	\$80,151
Highest Teacher Salary	\$107,982	\$100,143
Average Principal Salary (ES)	\$136,744	\$126,896
Average Principal Salary (MS)	\$147,968	\$133,668
Average Principal Salary (HS)	\$152,132	\$143,746
Superintendent Salary	\$270,300	\$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/.

Types of Services Funded

FY18-19

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV br/> Vocational Programs

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6132.88	256.39	5876.49	94267
District	N/A	N/A	6040	\$92,066.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.7	8.9
School Site/ State	-12.1	23.6

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.

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.