



Donlon Elementary School

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2017-18 School Accountability Report Card Published During the 2018-19 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. Last year playground equipment purchased by our PTA was installed to encourage inclusive play during our recess times.

In 2018, the school community revisited our mission, and created this Mission Statement: Donlon is an inclusive community empowering all to be healthy, empathetic, life-long learners with a positive mindset to become successful global citizens. This is summed up with the acronym "HELPS" - healthy, empathetic, life-long learners, positive mindset, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	127
Grade 1	126
Grade 2	129
Grade 3	128
Grade 4	136
Grade 5	168
Total Enrollment	814

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	48.5
Filipino	2.8
Hispanic or Latino	6.8
Native Hawaiian or Pacific Islander	0.5
White	33.7
Socioeconomically Disadvantaged	7.4
English Learners	13.3
Students with Disabilities	11.1
Foster Youth	0.0

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			
Donlon Elementary School	16-17	17-18	18-19
With Full Credential	38	34	31
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	600
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Donlon Elementary School	16-17	17-18	18-19
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 2018-19)

All textbooks used in the core curriculum at Donlon Elementary School are aligned to the Common Core 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 25, 2018, 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 2018-2019.004 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 2018-19 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 2018	
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	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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 May 5, 2017. 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 2017-18 school year.

The following projects were completed in the last 12 months:

Staff restrooms in the main office have been designated for all genders.

The student bathroom in the health office is designated for all genders.

One single user restroom in the B-wing of school has been designated for all genders and is available for student use. During fiscal year 2017-2018, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/6/2017		
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	Poor	
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	75.0	80.0	80.0	81.0	48.0	50.0
Math	73.0	79.0	76.0	77.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.2	26.8	7.7

* 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.

School Year 2017-18 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	424	419	98.82	80.43
Male	221	220	99.55	76.36
Female	203	199	98.03	84.92
Black or African American	--	--	--	--
Asian	208	208	100.00	87.02
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	80.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	148	144	97.30	73.61
Two or More Races	30	30	100.00	73.33
Socioeconomically Disadvantaged	37	37	100.00	51.35
English Learners	92	92	100.00	79.35
Students with Disabilities	43	40	93.02	27.50

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 2017-18 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	424	418	98.58	78.71
Male	221	220	99.55	78.18
Female	203	198	97.54	79.29
Black or African American	--	--	--	--
Asian	208	208	100	88.46
Filipino	--	--	--	--
Hispanic or Latino	25	24	96	62.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	148	144	97.3	68.75
Two or More Races	30	30	100	76.67
Socioeconomically Disadvantaged	37	37	100	45.95
English Learners	92	92	100	80.43
Students with Disabilities	43	39	90.7	30.77

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 2018-19)

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	Fundraisers
Helping in classrooms	Ice Cream Social
Helping at special events	Science Fair
Committees	Book Fairs
Parent Teacher Association	School Carnival
School Site Council (SSC)	Movie Nights
Special Needs Committee (SNC)	Fun Run
English Learner Advisory Council (ELAC)	Red Ribbon Week
School Smarts Parent Academy	International Fair
School Activities	Meet & Greet Event
Back to School Night	Restaurant Nights
Open House	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
 Family Coding Night

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 December 6, 2017. The school community has monthly drills to practice various aspects of the disaster response plan and 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.9	1.5	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	2.5	2.7
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	2
Other	
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	27	25	25	1			3	5	5	1		
1	25	25	25				5	5	5			
2	25	25	25				5	5	5			
3	23	25	25				6	5	5			
4	31	30	33				5	5				4
5	29	28	29	1	1	1		5	1	4		4
Other		7	8		1	1						

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

Professional Development provided for Teachers

During the 2017-18 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) using varied information such as teacher input, district benchmark results, and data analysis 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 targeted 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 department supervisors and district representatives, and are encouraged to attend paid trainings on staff development workdays.

During the 2017-18 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 inside and outside of the school district, including the following:

- Spire training - selected by staff (optional to attend) to develop skills in providing intervention for students needing intensive reading support
- Foundations training - selected by staff (optional to attend) to develop skills in providing intervention for students needing intensive reading support
- Project Lead The Way - staff had opportunity to attend summer training to be certified to provide this engineering curriculum for students (supports Next Generation Science Standards); support given in ordering modules and communication about program with the rest of the staff to encourage more participation.

CA Teachers Summit

PUSD Summer Institute - varied choices, staff selected

SFMOMA teacher event

Seesaw SDR - training for staff (self selected) to learn how to use the Seesaw application to support communication in their classroom and with parents

HPEC - Physical Education training

Kodaly Summer Institute - Music training

Pupil Attendance Accounting - training for office staff

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,505	\$49,512
Mid-Range Teacher Salary	\$86,352	\$77,880
Highest Teacher Salary	\$105,865	\$96,387
Average Principal Salary (ES)	\$129,684	\$123,139
Average Principal Salary (MS)	\$139,826	\$129,919
Average Principal Salary (HS)	\$147,398	\$140,111
Superintendent Salary	\$267,950	\$238,324
Percent of District Budget		
Teacher Salaries	46.0	36.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

FY17-18

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 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

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,033	207	\$5,826	\$98,655
District	♦	♦	\$5,851	\$89,558
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			-0.4	8.9
Percent Difference: School Site/ State			-12.1	23.6

* Cells with ♦ 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.