

Donlon Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Donlon Elementary School
Street	4150 Dorman Road
City, State, Zip	Pleasanton, CA 94588
Phone Number	PH: (925) 426-4220 FAX: (925) 426-5423
Principal	Janet Gates
Email Address	jgates@pleasantonusd.net
School Website	https://donlon.pleasantonusd.net/
County-District-School (CDS) Code	01-75101-6001366

2023-24 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website	www.pleasantonusd.net

2023-24 School Description and Mission Statement

Donlon Elementary School is located in Pleasanton Unified School District. 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. By studying student data in grade level collaborative teams, and providing needed enrichment or intervention, Donlon provides leveled systems of supports for students' academic, social, and behavioral needs. One area that makes Donlon special is our inclusion of all students. General education students and moderate-severe special day class students (as they are able) join each other in recess, specialist classes, and some class activities. Our Abilities Awareness & Wheelchair Foundation week early in the fall gave all students the opportunity to investigate differing abilities and how people are able to work through challenges. Students also had the chance to use wheelchairs during their PE classes to navigate obstacles and play games, and our community contributed to a school-wide campaign to fund wheelchair purchases for a charitable organization. Our playground has accessible 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 assessment 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, Second Step. 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 and recognize these traits in school-wide virtual assemblies throughout the year. Our 2nd, 3rd, 4th, and 5th grade students are encouraged to become part of student leadership through the Go Green team, safety valet program, or student council. The student council provides communication with students in all classrooms, and creates and executes monthly flag salutes which celebrate accomplishments in many areas.

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 programs, financially, through donation of goods, and with volunteers. 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	103
Grade 2	122
Grade 3	122
Grade 4	125
Grade 5	124
Total Enrollment	739

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.2%
American Indian or Alaska Native	0.3%
Asian	69.7%
Black or African American	2.3%
Filipino	1.8%
Hispanic or Latino	6.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	4.5%
White	14.9%
English Learners	18.7%
Homeless	0.1%
Socioeconomically Disadvantaged	7.2%
Students with Disabilities	8.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.10	100.00	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	32.10	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.80	96.65	551.00	90.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.70	0.78	11953.10	4.28
Unknown	1.00	3.35	38.10	6.25	15831.90	5.67
Total Teaching Positions	29.80	100.00	610.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Donlon Elementary School are currently being 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 Thursday, September 28th, 2023, 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 2023-2024.07, 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 2023-24 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.

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017, University of Florida Learning Institute(UFLI) Phonics/2022, 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	Yes	0
Mathematics	2015 Eureka Math	Yes	0
Science	Twig Education, Inc. 2019	Yes	0
History-Social Science	Teachers' Curriculum Institute, California 2021	Yes	0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017,	Yes	0

School Facility Conditions and Planned Improvements

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. No emergency repairs were needed and no unsafe conditions were found. All restrooms are and have been fully functional and available for student use.

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, and our administration and custodial staff have a weekly overview meeting to ensure that all facilities needs are met.

Donlon's exterior was repainted in summer 2023, and new artwork and lettering, along with a unified color scheme have beautified our campus. Additionally, plantings in the front of the school were upgraded to make Donlon's face more welcoming and safe.

Year and month of the most recent FIT report

7/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	81	80	78	78	47	46
Mathematics (grades 3-8 and 11)	79	82	73	74	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	373	372	99.73	0.27	79.84
Female	177	177	100.00	0.00	83.62
Male	196	195	99.49	0.51	76.41
American Indian or Alaska Native	--	--	--	--	--
Asian	260	260	100.00	0.00	86.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	35.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	92.86
White	61	61	100.00	0.00	67.21
English Learners	36	35	97.22	2.78	17.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	3.45	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	27.78

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	373	373	100.00	0.00	81.77
Female	177	177	100.00	0.00	82.49
Male	196	196	100.00	0.00	81.12
American Indian or Alaska Native	--	--	--	--	--
Asian	260	260	100.00	0.00	91.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	85.71
White	61	61	100.00	0.00	60.66
English Learners	36	36	100.00	0.00	44.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	0.00	27.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	33.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	71.97	66.94	63.15	62.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	125	100.00	0.00	66.40
Female	63	63	100.00	0.00	73.02
Male	62	62	100.00	0.00	59.68
American Indian or Alaska Native	--	--	--	--	--
Asian	74	74	100.00	0.00	72.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	99.2%	100%	100%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At our school we recognize that parent and guardian engagement is a vital component to the academic success of our students. We work closely with parents and guardians to make educational decisions that benefit students and promote a child's growth socially, emotionally, and cognitively. Parents who are cleared volunteers support teachers in classrooms during the school day. We have outdoor activities at several recess times throughout the year during which parents come to provide new experiences for students. Our parents also support many after-school events such as our welcome-back festival, ice cream socials, family movie night, disco bingo, math club, and more. We encourage parents and guardians to reach out to our site administration with any questions that they might have about ways to be involved at our school. The following is a list of ways that we are engaging with our parents and guardians at our school:

COMMUNICATION:

- Teacher websites
- Teacher Google classrooms
- Teacher Seesaw classrooms
- Additional student/parent sharing applications
- Parent Square (from teachers, administration, and PTA)
- Donlon Digest (a monthly online newsletter for the Donlon community)
- Donlon Website
- Donlon PTA emails and website

SITE BASED COMMITTEES:

- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- Positive Behavior Intervention & Support Team (PBIS)

VOLUNTEER OPPORTUNITIES:

- Field Trips

2023-24 Opportunities for Parental Involvement

Classrooms
Special events
Committees
Parent Teacher Association
School Site Council (SSC)
Special Needs Committee (SNC) - through the district
English Learner Advisory Council (ELAC)
School Smarts Parent Academy

SCHOOL ACTIVITIES

Welcome Back Festival (before the start of school)
Back to School Night
Open House
Fundraisers
Ice Cream Social
Science Fair
Book Fairs
Movie Nights
Fun Run
Red Ribbon Week
International Fair
Meet & Greet Events ("Administration and PTA coffees")
Restaurant Nights
Read-A-Thon
Disco Bingo Nights
Spirit Days
Spelling Bee
Music Performances
Flag Salutes
School Smarts Parent Academy

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	774	136	17.6
Female	376	365	63	17.3
Male	422	409	73	17.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	566	547	85	15.5
Black or African American	19	18	7	38.9
Filipino	12	12	4	33.3
Hispanic or Latino	50	46	15	32.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	33	33	4	12.1
White	111	111	20	18.0
English Learners	158	154	38	24.7
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	74	71	19	26.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	79	18	22.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.52	0.25	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0
Female	0.27	0
Male	0.24	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.03	0
White	0.9	0
English Learners	0.63	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.23	0

2023-24 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 presented to the Donlon School Site Council on October 2, 2023 for updates and board approval. 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. Our school was recently equipped with security cameras with views of the perimeter of the whole campus.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	24		5	
2	24		5	
3	24		5	
4	33			
5	32		2	
Other	7	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	10		
1	11	11		
2	19	2	5	
3	21	1	5	
4	23	2	2	
5	28	2	3	1
Other	7	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	10	2	0
1	14	6	1	0
2	24	0	5	0
3	24	0	5	0
4	31	0	4	0
5	31	0	3	0
6	0	0	0	0
Other	15	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6531	342	6189	102786
District	N/A	N/A	6590	\$100,390
Percent Difference - School Site and District	N/A	N/A	-6.3	5.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-6.3	15.1

Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$66,800	\$55,550
Mid-Range Teacher Salary	\$96,938	\$84,645
Highest Teacher Salary	\$118,844	\$111,284
Average Principal Salary (Elementary)	\$153,163	\$139,860
Average Principal Salary (Middle)	\$161,905	\$146,440
Average Principal Salary (High)	\$170,673	\$158,447
Superintendent Salary	\$340,068	\$278,268
Percent of Budget for Teacher Salaries	39.4%	32.21%
Percent of Budget for Administrative Salaries	6.71%	4.89%

Professional Development

During the 2022-2023 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/guiding coalition) with 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 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. Our paraprofessional staff attends in person and online training to enhance their skills in supporting students, particularly in the areas of behavioral support. All staff are encouraged to attend professional workshops and conferences. Classified support

Professional Development

staff receive job-related training from district behaviorist, department supervisors and district representatives, and are encouraged to attend paid trainings on staff development workdays.

Our staff attended all district required training, many staff members also participated in optional staff development during summer or after-school sessions, as well as conference and workshops including:

PUSD Summer Institute - varied choices, staff selected

Safety care training

Administrative Secretary training

CPR/First Aid Certification

Counseling training

LETRS (phonics and phonological awareness) training

EL Achieve (designated English language development) training

Administrator training regarding IEPs, difficult conversations, equity.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3