

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Brett Steven Nelson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name James Dougherty Elementary School

(As it should appear in the official records)

School Mailing Address 5301 Hibernia Drive

(If address is P.O. Box, also include street address.)

City Dublin State CA Zip Code+4 (9 digits total) 94568-3164

County Alameda County State School Code Number\* \_\_\_\_\_

Telephone 925-803-4444 Fax \_\_\_\_\_

Web site/URL \_\_\_\_\_

http://www.dublin.k12.ca.us/Doma  
in/40 E-mail nelsonbrett@dublinusd.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Stephen Hanke

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: hankeshen@dublinusd.org

Other)

District Name Dublin Unified School District Tel. 925-828-2551

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Amy Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 9 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	27	29	56
K	68	64	132
1	94	66	160
2	78	74	152
3	91	74	165
4	67	61	128
5	65	80	145
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	490	448	938

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 62 % Asian
  - 2 % Black or African American
  - 8 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 20 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	43
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1	802
(5) Total transferred students in row (3) divided by total students in row (4)	0.086
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 20 %  
190 Total number ELL  
 Number of non-English languages represented: 26  
 Specify non-English languages: Arabic, Armenian, Bengali, Cantonese, Dutch, Farsi, Filipino, Gujarati, Hindi, Indonesian, Japanese, Kannada, Korean, Marathi, Mandarin, Malayalam, Portuguese, Punjabi, Russian, Spanish, Thai, Tamil, Telugu, Ukrainian, Urdu, and Vietnamese
8. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 21

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 29 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %  
57 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>5</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>1</u> Deafness              | <u>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>14</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>34</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: James Dougherty provides a safe, positive learning environment that develops self-motivated, independent, and enthusiastic learners who strive toward academic excellence, social responsibility, and personal growth.

## **PART III – SUMMARY**

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James Dougherty Elementary School is located in the eastern part of California's fastest growing city, Dublin. It is a home to a vibrant and diverse community of 950 students. The children and their families come from many parts of the world, often as well educated, first generation immigrants. Movement in and out of the school community is fluid with some families settling again in other areas.

The first new school in its district in thirty years, James Dougherty opened in 2000. Its initial enrollment of less than 500 has almost doubled, reflecting the dynamic growth of the city. Since then, it has been a keystone for the community in a variety of ways. The school honors and celebrates its population with a series of events such as Christmas tree lightings, Diwali dances, Hanukkah assemblies, Chinese New Year's Dragon dances, Memorial Day and Veteran's Day programs honoring military families, and Martin Luther King, Jr. speeches. Math, Science, and Engineering Nights allow families to come together in the school environment and celebrate topics that have significant meaning for students' future career endeavors. Events such as movie nights, the Halloween Boogie Dance, the Spring Carnival encourage families to gather at the school for evenings of fun and socializing.

James Dougherty is seen as a trendsetter in its district, having implemented programs and policies that have been eagerly adopted by other elementary schools in the Dublin Unified School District. It was the first school to use technology and data collection in a serious, useful fashion when it adopted the Accelerated Reader program in 2000. Additionally, it is the home to extended day targeted instruction for Kindergartners, a structured RTI for all grade levels, a school-wide behavior matrix, and Next Gen Science projects that include hands-on labs and trimester science challenge projects.

James Dougherty Elementary is a school that has long been sought by parents as it provides rigorous academic instruction. Faculty at the school are continuously trained to assist students in maximizing their potential. With high expectations for all, teachers work hard at making sure every child learns and succeeds.

Additionally, a monthly Breakfast Book Club encourages students to read and discuss selected books. After school homework clubs support in-class learning. Gifted and Talented Education (GATE) students are identified and offered GATE challenge projects that can be done with home guidance. Second language learners are supported by English Language Learners (ELL) staff. Academic competitions and activities such as the annual Spelling Bee, past Geography Bees, and Destination Imagination inspire students to reach higher while activities such as the Chess Club encourage deeper thinking.

The social and emotional well-being of its students is equally important at JDS. The school is committed to its Integrity in Action program that promotes attitudes of responsibility and kindness towards others. The school holds regular, monthly service projects as well as charitable campaigns such as Trick or Treat for UNICEF, and Pennies for Patients. Warm coat drives, and dog and cat food collections help the students learn to reach out and give to those in need. Students in the upper grades are participants in the Go Green recycling program, which collects paper, plastic, and cans. All students are taught how to separate their lunchtime waste into appropriate bins for removal and recycling. Students at JDS are encouraged to walk, bike ride or carpool to school as ways to promote fitness, community and the environment. They are the top rated participants in the Alameda County Walking to School Program for the past three years.

Students are involved in an authentic student run government program. The children are guided by an adviser to make decisions on ways to make positive changes for their school. They contribute to a newspaper that is student generated and available to all children on a regular basis. They compete in a yearly competition to design the cover of the annual yearbook, with original art displayed so that the student body can view the designs and vote on the one they think best represents the school in any given year.

The Parent Faculty Club is an earnest group of volunteers who go to great lengths to ensure that funds collected through a number of fundraisers are very closely aligned with student learning outcomes. James Dougherty Elementary is a model school with strong support from all stakeholders. It attracts families eager to provide the best educational experience for their children.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Core Curriculum at James Dougherty Elementary School is balanced and well integrated. Guided by the Common Core standards, English Language Arts, Mathematics, Science, and Social Studies are woven together to create a comprehensive and understandable body of knowledge.

Grade level teams, collaborating together, develop engaging curriculum that targets the four claims for Common Core standards for English Language Arts. Students are exposed to a variety of reading materials, both fiction and non-fiction, through books and reading websites. Critical thinking and close attention to content is emphasized as students are taught to annotate their non-fiction texts. They cite elements of the readings that support their thinking, opinions and arguments. Rich core literature is connected to a strong skills component with a broad student-selected reading practice piece. Grade level teams create assessments aligned to the standards as benchmarks for student achievement. These assessments are graded on rubrics of achievement that have been jointly agreed upon. Teachers can determine progress and analyze student achievement on a regular basis. Instruction is then targeted and adjusted to the needs of the students. A comprehensive Writer's Workshop program has been recently implemented, guiding students to become independent writers in narrative and non-fiction genres.

Mathematics instruction emphasizes both the conceptual and the procedural, focusing on authentic problem solving. The eight Common Core Practice Standards are the foundational guide at Dougherty Elementary. Students are encouraged to demonstrate their understanding of mathematical concepts using multiple methods such as modeling, reasoning, appropriate tool choice, and viable arguments. Students demonstrate understanding with frequent, ongoing formative assessments as well as larger less frequent summative assessments. Teachers adjust their instruction after analyzing student understandings and skill levels. Standardized test scores are consistently high in mathematics school-wide.

Science at Dougherty Elementary has migrated to regular instruction of the Next Generation Standards. Hands on labs with students span all grade levels and include activities such as car construction testing push and pull forces, and making geospheres. Grades three, four and five are recipients of parent docents who make monthly visits to classrooms and facilitate labs highlighting different science concepts and ideas. Project based STEAM (Science, Technology, Engineering, Art, Math) Trimester Challenges are created for fourth and fifth grade students. For these challenges, students research, evaluate, create, and present group engineered created devices such as catapults that connect to currently taught science topics. It is an excellent example of learning science by doing it.

Social Studies/History is project based with many authentic experiences. Rather than just learning about local history, grade three students will take field trips to historical places of interest and engage in activities that indigenous Americans would have done thousands of years ago. They experience a day on a 19th century farm, cultivating fields and feeding farm animals. They visit City Hall and participate in an exercise in city government. They build covered wagon models. Fourth graders embark for a day on a schooner in San Francisco Bay and play the parts of merchants, sailors, or gold miners. A visit to the state capital is an experience in California history as well as government. Fifth graders participate in historical figure re-enactments. They go to Outdoor Education where they learn about local geography and Native Americans. Getting out and getting involved allows social studies and history concepts to come alive and become memorable.

Dougherty currently includes two Developmental Kindergarten classes. These young students who are not yet five by September first of the school year experience a year of growth and preparation for Kindergarten. Early literacy skills are an important focus of the program. In mathematics they learn number sense and work with manipulatives. This preparation will make the transition to Kindergarten a smooth one. Developing school social skills is another important focus for the DK classes.

By integrating all areas of the curriculum, students at Dougherty can make sense of curriculum in a holistic manner that allows for maximize learning. Technology is one tool that can assist students in obtaining greater accessibility to subject matter that is taught. All classrooms in the school use Smartboard and Chromebook devices. When subject matter is woven together into an understandable whole, students retain knowledge and use it to think deeply.

## **2. Other Curriculum Areas:**

Exceptional music and PE programs compliment the Core curriculum at James Dougherty Elementary School. Supplies for the visual arts are available and widely used. Performing arts opportunities abound for students who are attracted to them.

Music preparation is taught in grades one through five by a highly qualified, specifically music specialist. This vibrant program is Standards based and includes sight-reading, instruction, learning related to music composers, music appreciation, musical analysis, and categorizing music. Introductory theater, movement exercises and technology are used to reinforce the skills and content of the music program. The instruction is integrated with history, math, and science standards. For example, it reinforces the school-wide Science Challenges by providing instruction on scientific explanation of consonant intervals and how instruments produce sound. Each grade level receives unique opportunities. In third grade, students are taught to play the recorder and give a performance to showcase their accomplishments. Fourth and fifth graders are part of annual content based musical performances. They also may participate in school choruses. Embedded within the school day, fourth and fifth graders may participate in the band program, learning to play strings, woodwinds, percussion, and brass. The band hosts fifty plus students. The school's annual variety show provides another opportunity for children to showcase talents that might not otherwise be recognized within the school day. Upwards of 100 students audition in acts as varied as comedy routines, dances, instrument playing, and magic tricks. Acts selected typically involve groups of four or more students.

The Physical Education program is comprehensive and offers a variety of activities that encourage students to stay healthy and fit. PE classes are offered for students in grades one through five. All instruction is California standards-based and includes testing to measure student's abilities and health. This includes lessons on the human body and nutrition. In addition to regular instruction, the school has the 'Dashing Dolphins' before school running program. The program generally begins with about 125 children participating. Students are encouraged to arrive at school early twice a week to run the perimeter of the school fields. Distances are recorded and students receive small plastic running shoe for each mile run. These mile markers are strung on lanyards. It is a source of pride and accomplishment to wear these and students are always eager to add to their collections by running more miles. This, in turn, promotes more running and better health. Student organized intramural basketball, volleyball, and juke ball teams and tournaments are also popular at James Dougherty Elementary School. This year 160 students took part in the handball intramurals and 125 were involved in the basketball competitions. Students meet at lunch on designated days of the week to play each other. The physical education teacher keeps records of the scores and each season ends with tournament playoffs. Typically each team plays 9-10 games in each sport. These teams promote positive physical health as well as social skills and teamwork. The Jump Rope for Heart fundraiser with the American Heart Association promotes exercise while also providing a community service.

A well-stocked art supply is housed in the school faculty workroom and available to all teachers and classes. Teachers plan lessons using a variety of mediums, which give students experiences using materials such as chalk, watercolors, and acrylic paints. The Parent Faculty Club supplies funds to resupply art materials when needed.

Technology instruction is embedded into core and non-core curricular subject matter. Teachers utilize Smartboards and document cameras during instructional time to increase student engagement and to make lessons more accessible to learners. Students in all grade levels use Chromebooks to take assessments, conduct research, and create projects utilizing the apps in Google. The school offers extension activities such as student created films that are then viewed in annual film festivals. Each year approximately 20

student-team produced films are submitted for review. The movie premiere night is popular in the school community, with an audience attendance of about three hundred.

These non-core curricular subjects add depth and richness to the students at James Dougherty Elementary School, helping them to become well-rounded individuals.

### **3. Instructional Methods and Interventions:**

Authentic student learning supports all instruction at James Dougherty Elementary School. Instruction is designed with academic rigor in anticipation of college and career readiness. All students are encouraged to, and instructed on how to explain their thinking and find solutions to problems.

Grade level teaching teams create units of study with flexible pacing for students. These units include open-ended problem solving, project based learning, hands-on experiences, and constructivist learning. Resources come from a variety of places such as textbooks and commercial programs, replacement units, teacher created materials, and on-line materials.

Most importantly, observing the students themselves helps teachers determine instructional methods and interventions. Lessons are intentionally to be multi-leveled to meet the needs of students encountering and/or struggling with new concepts, as well as to those who would benefit from more complex, deeper instruction. For example, in grade three, when multiplication concepts and facts are taught, some students work to master those ideas while other students work with square numbers and exponents. All students are challenged to clearly and precisely explain their thinking, often in a variety of ways.

For students who struggle with material presented, time is set aside each day to help them solidify what has been presented. During this time, these students receive targeted re-teaching. These Response to Intervention (RTI) groups have been determined by teachers in each grade level team through assessments and classroom observation. Teaching teams meet regularly each week to compare data on students and to create groups of students for specific skills work. Groups generally last 6-10 weeks and movement in and out of these groups is fluid, depending upon student achievement. Working in cooperation with grade levels, an intervention teacher further reinforces concepts with these struggling students on a weekly basis, scheduling instruction time so that its impact is the least intrusive upon classroom instruction.

A team of intervention specialists, including the school counselor, the school psychologist, the resource specialist, the speech pathologist, the English Language Learners teacher, and administrators all provide additional assistance to students. This dedicated team will review student progress with classroom teachers to insure the best outcomes for each student at James Dougherty Elementary School and offer further support when required.

Optimal student learning for all children at James Dougherty Elementary School is the primary goal for our students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Assessments are an important diagnostic tool for teachers, allowing them to gain insight into the academic lives of their students. The assessments are currently shifting to better reflect the Common Core State Standards.

Every May, James Dougherty takes California standardized tests. The Standardized Reporting and Testing (STAR) system has been used in the past. The STAR measured the achievement of students in grades two through five in the areas of English Language Arts, Mathematics, fourth grade writing, and fifth grade science. The results from these assessments were given to the school's teachers each August. Those results have been used to drive the school's cycle of inquiry and Professional Learning Community work.

The results from these standardized tests are broken down by student, subgroup, and grade. Subgroups include a percentage of the testing population that is over 10% of the overall testing group. Subgroups for James Dougherty are broken down into Disability Status, Economic Status, Gender, English Proficiency, and Ethnicity.

Dougherty Elementary School has consistently scored above the Federal and State Annual Measurable Objective (AMO). Those targets increased every year under the No Child Left Behind guidelines to ensure that all students met proficiency. Dougherty's work, especially with English Language Learners (ELL) and the Special Education population has exceeded California's Adequate Yearly Progress (AYP) for the past five years.

Nation-wide, the ELL and Special Education populations operate below the general education populations, creating an achievement gap for these groups. At Dougherty, an achievement gap did exist in 2009. Since that time, these two subgroups' scores have increased, narrowing that gap. This was accomplished by increasing the school's target scores annually in both Mathematics and English. Many identified students in these two subgroups have scored Proficient and Advanced in both English Language Arts and Mathematics.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Data is a powerful tool that helps guide instruction for students at Dougherty Elementary School. Results of standardized testing offer powerful understandings to teachers and positively impact instruction.

Each August, school staff is given test results during a Professional Development day. The data assists educators in revising academic and social/emotion goals for the year.

As the school year progresses, Common Formative Assessments (CFAs) are given at the conclusion of each unit taught to determine what content students have mastered. Tiered interventions are created for those who still need help in understanding material taught.

Information about student scores is vertically articulated to the school's leadership team. This group is comprised of lead teachers from each grade level. Together they monitor school-wide progress and help implement practices to meet the school's goals. Students who are identified as needing additional help are referred to the Response to Intervention Team. This group examines data from CFAs and student work to create further supports for these students.

Student success is due to excellent teaching and open communication and input from the community. Data for all students is shared with the public at events such as Back to School Night, Open House, and monthly School Site Council (SSC) meetings. During SSC meetings, school goals are reviewed and progress towards these goals is provided to parents, teachers, and community members. The community can then provide feedback regarding programs and instruction.

For subgroup populations like English Language Learners and Special Education students, information about their progress is communicated at the English Language Advisory Committee and Individual Education Plan meetings. For these two subgroups, insights from parents help staff provide targeted supports to help these children.

Instruction and assessment support each other in providing academic excellence at Dougherty.

## **Part VI School Support**

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### **1. School Climate/Culture**

Integrity and a ‘can-do’ positive spirit are foundational principals at James Dougherty Elementary School. Students are encouraged and guided to learn about, acquire, and practice positive, uplifting behaviors. These behaviors are displayed in all academic, social, and emotional areas. Teachers and staff model these traits for students.

Students who demonstrate clear examples of the Dublin Integrity in Action character education program are celebrated at monthly assemblies that highlight the traits of responsibility, caring, giving, positive attitude, trustworthiness, cooperation, honesty, self-discipline, and doing one’s best.

A school-wide behavior matrix helps students to focus in the three areas of academic readiness, responsibility, and respect. All behaviors on campus are viewed through this tri-focal lens. The school counselor provides professional development regarding the social and emotional needs of students. Individual and group sessions for students help guide healthy social/emotional growth.

Behavior support through reflection and the acquisition of social skills is instilled with the Capturing Kids’ Hearts program. This powerful program provides questions for students so that they can identify the effects of their behaviors upon others. The program also provides students with new tools for choosing actions that increase positive interactions with others. For parents programs like Parent Project support family’s social emotional strategies for home.

The Associate Student Body facilitates character development traits by promoting monthly charitable fundraisers to local organizations. This group is student lead and operates as a representative body which empowers students as they gather input from students and report back.

The staff at Dougherty Elementary are valued as consummate professionals and are given the creative latitude to teach their students in ways best suited to each class and child. Teachers are supported by administrators who provide release time, one-on-one training, and resources enabling them to implement a rich program. With the ever evolving demands in education, teachers are offered differentiated professional development opportunities based upon their expressed needs.

James Dougherty Elementary School is an institution brimming with positive attitudes from students, staff, families, and the community. All parties involved have a vested interest in preserving this special school culture.

### **2. Engaging Families and Community**

School support from families and the community is a crucial element in the success at James Dougherty Elementary School. Both are active in a variety of ways, from parent volunteers at school who assist teachers and staff to the community which is proud to have the school in its midst.

Parents volunteer both in the classroom and school-wide. They sit on committees such as School Safety. The Parent Faculty Club financially supports teachers and classrooms with fundraisers and assistance like the Dolphin Dash and the Mardi Gras Gala. The School Site Council is a group comprised of teachers, administrators, and parents to review school data and goals, and create direction for student achievement.

Parents join together with teachers to promote special Science, Technology, Engineering, and Math (STEM) events such Science, Math, Engineering Nights. On these annual special evenings, parents and students gather together to share knowledge and curiosity about specific topics. They are enjoyable events that inspire students in their studies and provide insight for adults into the ways in which children learn and acquire information.

The community supports the school in other ways, such as the Dublin Police Department DARE education program. This program teaches students about intelligent, healthy life style and gives them information about ways to avoid choices that may not be wise choices. The Dublin Integrity in Action curriculum promotes character education. Visits from the Alameda County Animal Shelter inform students about the plights of abandoned animals, reinforcing Dougherty's commitment to character education. The Junior Achievement program, conducted by parents and community volunteers, inspires and prepares students to achieve in a global economy.

Parents encourage student to walk, ride bikes, or roll on scooters to school. This promotes healthy activity as well as an appreciation of the environment. For the past three years, Dougherty has been Alameda County's Walk and Roll to School champion. This success is due to the collaboration between the school and the community.

For the past four years, Dougherty Elementary has placed in the top three schools for the Tri-Valley's 4 R's Program (Reduce, Reuse, Recycle, Recover). Recycling and separating lunchtime refuse is the responsibility of all school members. Collections of paper, plastic and cans are made weekly and sent off to a recycling center. Volunteers even collect box tops from families to raise additional funds for the school.

A committed community supports the students and staff at James Dougherty Elementary School.

### **3. Professional Development**

Ongoing learning is a goal not just for the students at James Dougherty Elementary School but also for the teachers and staff. There are many Professional Development (PD) opportunities and trainings throughout the school year. Extended PD opportunities are offered through the summer.

With the introduction of the Common Core curriculum, there has been a focus on shifting to Common Core State Standards. Grade level teams meet triennially for training to align curriculum units with these new standards. In addition to this alignment, the units are targeted at high student achievement. Science lead teachers are trained on the Next Generation Standards. These strategies include developing practices that move away from memorization, and towards the application and synthesis of science knowledge into science skill.

District coaches in science, mathematics, technology, writing and English/Language Arts demonstrate model lessons. Teachers observe and learn to implement new strategies while seeing actual lessons unfold with their own students. Debriefing after the lessons allows for questions and clarification of the material taught. An on-sight technology coach holds weekly workshops open to all teachers. These lessons can be individual or small group and are generated by issues important to the teachers. These range from assistance in designing a school website to gaining a deeper understanding of Common Core computerized assessments.

Staff and administration join together for training in the Response to Intervention and Professional Learning Community models. Special education teachers work with administration to learn and implement changes in laws and procedures for 504 and Individual Education Plans. The teachers and administrators work on reporting methods for parents. This is most evident in new report cards that clearly reflect the Common Core standards.

School district summer institutes round out the year for staff trainings. A broad range of classes is offered each year. Teachers are encouraged to sign up for one or more of these trainings. They can earn credit towards salary advancement or monetary compensation for the sessions they complete. The course work offered is relevant to the Common Core State Standards and presents ideas and projects that lend themselves to immediate adoption in the classrooms.

Learning at James Dougherty Elementary School continues on a year-round basis for both students and staff. It is valued and changes to meet the needs of all learners as they continue to grow and develop.

#### **4. School Leadership**

The James Dougherty Elementary community believes that an exemplary and equitable educational program is the result of collaboration between students, staff, parents, and the community. All members strive together to nurture ethical citizens and lifelong learners. Leadership groups include the teacher leadership team, the School Site Council (SSC), the Response to Intervention (RTI) team, and the administration. They work together to ensure that all students are provided with the tools to acquire knowledge needed to meet Common Core standards as well as the opportunity to thrive.

The leadership from these teams filters down to each grade level of teachers. These groups are members of Professional Learning Communities (PLC). These teams create common formative assessments and rubrics by which to analyze student progress. Teachers evaluate data together and align their teaching practices to the goals and vision established by the leadership and the SSC. The data and best practices from each grade level PLC are communicated back to the leadership team, the RTI team, and the SSC. These groups can then align resources and support for students in all grade levels who may need intervention or extension activities. The administrators attend grade level meetings in support of teachers and students. They also review notes from PLC meetings and respond to teachers' needs in supporting students.

Interventions at James Dougherty Elementary School include modifications as well as services in a tiered approach. These services and systems are designed, implemented, and supported by the onsite administrators who take an active role in the regular monitoring of at risk-students. Universal Tier I interventions include on-line resources and daily small group instruction. In Tier II, students are leveled and rotated during an academic support period. They receive support or extension opportunities based upon data gathered from grade level Common Formative Assessments. The Tier III programs include push-in programs, before and after school help, and lunchtime assistance to support students who need help with homework.

Leadership with vision, understanding, and direction moves the students at James Dougherty Elementary School towards achieving ever greater levels of success and assists them in becoming college and career ready.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		91	91	90	92
Advanced		75	78	73	75
Number of students tested		130	128	114	98
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		83	91	82	81
Advanced		77	77	68	69
Number of students tested		30	22	22	16
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		92	92	95	95
Advanced		77	83	84	82
Number of students tested		78	77	77	56

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		92	100	74	91
Advanced		78	88	57	72
Number of students tested		36	32	23	32
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** \*Please note that no California school administered a standardized test during the 2013-2014 school year, except science. To provide a comprehensive overview of our schools data longitudinally have include the 3rd Grade Math 2009 STAR scores.

Proficient and above 90%  
Advanced 67%  
Number of students tested 101  
Percent of total students tested 100%

English Language Learner Students  
Proficient and above 85%  
Advanced 63%  
Number of students tested 13

Asian Students  
Proficient and above 93%  
Advanced 78%  
Number of students tested 46

White Students  
Proficient and above 82%  
Advanced 55%  
Number of students tested 38

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		94	88	91	97
Advanced		76	72	72	75
Number of students tested		139	117	103	110
Percent of total students tested		100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		100	81	84	100
Advanced		89	71	68	85
Number of students tested		26	21	19	20
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		95	93	97	98
Advanced		85	83	88	89
Number of students tested		84	76	58	57
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		100	90	85	97
Advanced		76	70	61	55
Number of students tested		33	20	33	37
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** \*Please note that no California school administered a standardized test during the 2013-2014 school year, except science. To provide a comprehensive overview of our schools data longitudinally have included the 4th Grade Math 2009 STAR scores.

Proficient and above 87%  
Advanced 72%  
Number of students tested 89  
Percent of total students tested 98.9%

English Language Learner Students  
Proficient and above \*  
Advanced \*  
Number of students tested 8

Asian Students  
Proficient and above 97%  
Advanced 88%  
Number of students tested 34

White Students  
Proficient and above 91%  
Advanced 64%  
Number of students tested 22



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		87	85	82	80
Advanced		66	55	57	55
Number of students tested		112	104	99	102
Percent of total students tested		100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		85	75	80	87
Advanced		65	50	60	60
Number of students tested		20	20	20	15
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		92	93	90	96
Advanced		73	69	75	79
Number of students tested		78	59	52	47
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		80	82	73	81
Advanced		73	45	39	37
Number of students tested		15	33	33	27
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** \*Please note that no California school administered a standardize test during the 2013-2014 school year, except science. To provide a comprehensive overview of our schools data longitudinally have include the 5th Grade Math 2009 STAR scores.

Proficient and above 84%  
 Advanced 57%  
 Number of students tested 98  
 Percent of total students tested 100%

English Language Learner Students  
 Proficient and above \*  
 Advanced \*  
 Number of students tested 7

Asian Students  
 Proficient and above 93%  
 Advanced 78%  
 Number of students tested 41

White Students  
 Proficient and above 80%  
 Advanced 50%  
 Number of students tested 30



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		83	81	83	85
Advanced		47	46	51	51
Number of students tested		129	128	114	98
Percent of total students tested		99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		77	77	68	75
Advanced		43	46	32	56
Number of students tested		30	22	22	16
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		85	87	90	93
Advanced		49	57	61	61
Number of students tested		78	77	77	56
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		81	73	74	81
Advanced		44	42	39	38
Number of students tested		36	33	23	32
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** \*Please note that no California school administered a standardize test during the 2013-2014 school year, except science. To provide a comprehensive overview of our schools data longitudinally have include the 3rd Grade ELA 2009 STAR scores.

Proficient and above 75%  
Advanced 42%  
Number of students tested 101  
Percent of total students tested 100%

English Language Learner Students  
Proficient and above 46%  
Advanced 18%  
Number of students tested 13

Asian Students  
Proficient and above 58%  
Advanced 54%  
Number of students tested 46

White Students  
Proficient and above 58%  
Advanced 29%  
Number of students tested 38



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		93	89	91	88
Advanced		76	69	69	65
Number of students tested		139	118	103	110
Percent of total students tested		100	100	100	9
Number of students tested with alternative assessment					
% of students tested with alternative assessment		1	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		77	77	84	90
Advanced		43	46	63	65
Number of students tested		30	22	19	20
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		93	93	97	95
Advanced		80	78	84	74
Number of students tested		84	76	58	57
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		97	90	91	74
Advanced		76	65	61	29
Number of students tested		33	20	33	37
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** \*Please note that no California school administered a standardized test during the 2013-2014 school year, except science. To provide a comprehensive overview of our schools data longitudinally have include the 4th Grade ELA 2009 STAR scores.

Proficient and above 88%  
Advanced 71%  
Number of students tested 89  
Percent of total students tested 98.9%

English Language Learner Students  
Proficient and above \*  
Advanced \*  
Number of students tested 8

Asian Students  
Proficient and above 97%  
Advanced 82%  
Number of students tested 34

White Students  
Proficient and above 91%  
Advanced 68%  
Number of students tested 22



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		90	88	82	82
Advanced		56	64	56	52
Number of students tested		112	104	99	102
Percent of total students tested		100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		85	80	70	87
Advanced		25	50	50	33
Number of students tested		20	20	20	15
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		91	93	90	94
Advanced		59	76	75	68
Number of students tested		78	59	52	47
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		93	82	70	89
Advanced		60	56	33	56
Number of students tested		15	33	33	27
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** \*Please note that no California school administered a standardize test during the 2013-2014 school year, except science. To provide a comprehensive overview of our schools data longitudinally have include the 5th Grade ELA 2009 STAR scores.

Proficient and above 85%  
Advanced 61%  
Number of students tested 98  
Percent of total students tested 100%

English Language Learner Students  
Proficient and above \*  
Advanced \*  
Number of students tested 7

Asian Students  
Proficient and above 98%  
Advanced 70%  
Number of students tested 41

White Students  
Proficient and above 77%  
Advanced 63%

Number of students tested 30