



# Vintage Hills Elementary School

1125 Concord Street • Pleasanton, CA 94566 • PH: (925) 426-4240 FAX: (925) 417-7388 • Grades K-5

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<http://vintagehills.pleasantonUSD.net/>

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



### **Pleasanton Unified School District**

4665 Bernal Ave.

Pleasanton, CA 94566-7498

(925) 462-5500

[www.pleasantonUSD.net](http://www.pleasantonUSD.net)

### **District Governing Board**

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**Board President**

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**Vice President**

Joan Laursen  
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**Member**

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### **District Administration**

David Haglund, Ed.D.  
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Ahmad Sheikholeslami  
**Assistant Superintendent,  
Business Services**

Janelle Woodward, Ed.D.  
**Assistant Superintendent,  
Teaching and Learning Division**

Julio Hernandez  
**Assistant Superintendent,  
Human Resources**

Edward Diolazo  
**Assistant Superintendent,  
Student Support Services**

Ahmad Sheikholeslami  
**Assistant Superintendent,  
Business Services**

### **School Description**

#### **Principal's Message**

Welcome to Vintage Hills Elementary School, a 2015 National Blue Ribbon School and 2014 California Distinguished School! Our school encompasses talented students, a dedicated staff, and a supportive community. Collaboratively, these stakeholders help to make Vintage Hills a wonderful place to learn. I invite you to explore Vintage Hills' Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in the continuous improvement of our quality academic program.

Vintage Hills provides a warm, stimulating environment where students are actively involved in learning academics, as well as, positive values. Students receive a standards-based, rigorous curriculum delivered by a dedicated professional staff based on individual student needs. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We are very fortunate to have such strong partnerships with the parents of our students and members of our community. Parents are vital to our team approach philosophy. They can be seen daily in classrooms, as instructors in our enrichment programs, serving on school committees, and actively involved in special programs. Our success can be attributed to the invaluable partnerships between students, staff, parents, and community.

At Vintage Hills, staff and parents work together to create a learning environment that promotes academic, social and emotional development, teaches responsibility and pride, and models learning as a lifelong adventure. We are proud of our school and welcome all to join in our efforts to create successful, responsible citizens.

#### **Mission Statement**

Our mission is to build a school community in which we all develop as responsible, respectful, caring citizens, inspired by a love of learning.

#### **Our Goals. . .**

- Continue to present curriculum that meets students' individual talents and learning styles.
- Enhance school-wide enrichment for all students and differentiate instruction in the classroom
- Maintain our clear and defined set of school-wide ethical core concepts of Responsibility, Respect, Caring, and a Love of Learning
- Continue to encourage strong ties to the community

#### **School Profile**

Vintage Hills Elementary School is located in the eastern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2019/2020 school year, 650 students were enrolled.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	94
Grade 2	122
Grade 3	118
Grade 4	98
Grade 5	101
<b>Total Enrollment</b>	<b>629</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
Asian	37.5
Filipino	1.6
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.3
White	43.6
Two or More Races	6.8
Socioeconomically Disadvantaged	7.3
English Learners	14.1
Students with Disabilities	8.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Vintage Hills	17-18	18-19	19-20
With Full Credential	27	29	30
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasanton unified	17-18	18-19	19-20
With Full Credential	♦	♦	650.16
Without Full Credential	♦	♦	15.6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Vintage Hills Elementary School

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

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

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

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

### Instructional Materials

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

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

### Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

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

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Vintage Hills Elementary School's original facilities were built in 1975; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Vintage Hills Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

#### Deferred Maintenance

Vintage Hills Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

#### Facilities Inspection

The district's maintenance department inspects Vintage Hills Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Vintage Hills Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 12/26/18. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-2019, all restrooms were fully functional and available for student use.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/28/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	C Building Classroom: Bathrooms being used for storage.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	A Building Administration: B Building Classrooms: C Building Classroom: Bathrooms being used for storage. MP & Kitchen:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	83	82	81	79	50	50
Math	80	83	77	75	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.3	22.2	15.2

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	304	98.06	82.24
Male	154	150	97.40	78.00
Female	156	154	98.72	86.36
Black or African American	--	--	--	--
Asian	115	114	99.13	87.72
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	68.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	135	97.12	81.48
Two or More Races	21	21	100.00	71.43
Socioeconomically Disadvantaged	23	22	95.65	59.09
English Learners	58	57	98.28	82.46
Students with Disabilities	28	26	92.86	57.69

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	303	97.74	82.84
Male	154	150	97.40	84.67
Female	156	153	98.08	81.05
Black or African American	--	--	--	--
Asian	115	113	98.26	92.04
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	48.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	135	97.12	82.22
Two or More Races	21	21	100.00	76.19
Socioeconomically Disadvantaged	23	22	95.65	50.00
English Learners	58	57	98.28	87.72
Students with Disabilities	28	26	92.86	53.85

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

#### Parent Involvement

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

Parents stay informed on upcoming events and school activities through flyers, the school marquee, our school website, eConnection, the PTA website, and monthly FYI newsletters. Contact our main office or check out our website for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

- -----

Chaperon Field Trips

Classroom Helper/Volunteer

Room Parent/Classroom event support

School Wide Activities (District/Site/PTA Coordinated)

Involvement in the PTA

Involvement in PPIE

Library support

Before & After School Enrichment Activities

Guest Speaking

Playground supervision support

Multicultural Lunch demonstrations

Committees

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English Learner Advisory Council

Parent Teacher Association (PTA)

School Site Council

Multicultural Activities

School Smarts

School Activities

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Back to School Night

DARE

PTA Family Fun Nights

Movie Nights

Thematic Fun Days

Clubs

Walk & Roll to School

Ancestry Day

Assemblies

School Sponsored Field Trips

Red Ribbon Week

Fall Carnival

Fall Book Fair

Outdoor Education Program

Read-A-Thon

Open House

Dragon Ball Spring Fundraiser

Before & After School Enrichment Activities

Spring Book Fair

Ice Cream Social

Science Fair

Parent Coffee with the Principal

Multicultural Lunches

Fun Run

Fit Fridays

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

The Comprehensive School Site Safety Plan was developed for Vintage Hills 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, emergency evacuation drills, procedures for safe arrival and departure from school, sexual harassment policy, and bullying policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2019, and continually throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	1.7	0.4
Expulsions Rate	0.0	0.0	0.0



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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1258.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.4
Other	

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	4	1		21	1	4		20	1	4	
1	25		4		25		4		22	2	3	
2	23		4		25		4		24		5	
3	21	2	2		25		4		23		5	
4	29		4		32		2	1	32		3	
5	33			3	27	1	4		33			3
Other**	12	2							8	1		

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

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

## Professional Development provided for Teachers

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

### Staff Development

All training and curriculum development activities at Vintage Hills Elementary School revolve around the Common Core State Standards. During the 2018-19 school year, Vintage Hills Elementary School held staff development devoted to:

- Data Analysis
- Universal Design in Learning
- Safety, and social emotional learning
- Equity Training (Examining the Achievement Gap)
- Reading, Writing, Spelling, and Vocabulary, Tier 1 instruction

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Vintage Hills Elementary School supports ongoing professional growth throughout the year on minimum days, non-student days, and late start Wednesdays. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Vintage Hills Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Supporting Students Through the SIP Process
- Lucy Caulkins - Informational Writing
- Special Education Job Alike
- Universal Design for Learning (UDL) and the Common Core

### Standards

Tier 1 instruction to meet the needs of all students

Illuminate to drive instruction

Multiple Measures Report for assessment and driving instruction

Social Emotional Learning and how to support the whole child

Campus safety (active shooter training)

During the 2019-20 school year, Vintage Hills Elementary School's teachers attended the following events hosted by Vintage Hills Administration and/or the Pleasanton Unified School District:

- Supporting Students Through the SIP/SST Process
- MAP - Reading Fluency
- Special Education Job Alike
- Tier 1 instruction - RTI/MTSS approaches to meet the needs of all students
- Illuminate and Data Talks to drive instruction
- Multiple Measures Report for assessment and driving instruction
- ELD Training
- DIBELS training / Just Words/ Foundations training
- Safe Learning Environment Training
- Social Emotional Learning and how to support the whole child
- Suicide Prevention Presentation
- Mindset Growth and Wellness
- Campus Safety Training
- Sexual Harassment Education
- Pest Management Systems Training
- Mandated Reporter/CPS Training
- Health & Child Safety Training (CPR/Epi-pen/AED)
- Diastat Training
- CPI Training

Vintage Hills Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,695	\$51,374
Mid-Range Teacher Salary	\$88,079	\$80,151
Highest Teacher Salary	\$107,982	\$100,143
Average Principal Salary (ES)	\$136,744	\$126,896
Average Principal Salary (MS)	\$147,968	\$133,668
Average Principal Salary (HS)	\$152,132	\$143,746
Superintendent Salary	\$270,300	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

FY18-19

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

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

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6316.21	311.85	6004.36	95758
District	N/A	N/A	6040	\$92,066.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.6	18.6
School Site/ State	-2.5	33.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.