



# Valley View Elementary School

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<http://valleyview.pleasantonUSD.net>

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

### Pleasanton Unified School District

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(925) 462-5500

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

#### District Governing Board

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Business Services**

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**Assistant Superintendent,  
Teaching and Learning Division**

Julio Hernandez

**Assistant Superintendent  
Human Resources**

Edward Diolazo

**Assistant Superintendent,  
Student Support Services**

### School Description

#### Principal's Message

It is my pleasure to welcome you to Valley View's Elementary School Annual Accountability Report Card. Valley View is home of the Mustangs and our vibrant community of learners. Valley View 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, 667 students were enrolled. The English Only (EO) and Spanish Dual Immersion (DI) programs here at Valley View each serve approximately half our school's population and are strongly committed to equitable learning, academic excellence, and social development for all students. Our experienced and fully credentialed staff meets the needs of ALL of our students through MTSS, multi-tiered systems of supports. Tier 1 includes interventions and enrichment in the classroom, Tier II supports are offered during our Universal Access time and Tier III supports are offered through our Special Education department. The curriculums used for both our DI and EO programs are aligned with the California State Standards and frameworks, and state compliance criteria.

Honored in 2003 with the CAFE (California Association of Bilingual Education) Seal of Excellence and in 2006 as a California Distinguished School, Valley View continues to stand out as a school that is student-centered focused on academic achievement for all children. Our dedicated staff continually reassesses our academic outcomes and refines our teaching and learning practices around student success.

Valley View and all schools in Pleasanton Unified set very high expectations for student achievement and continue to implement Best Practices in Teaching with California State Standards. The California Standards aim to prepare all students for college and career readiness and as 21st Century Learners who will think critically and at deeper levels, and collaborate with others to become resourceful, responsible, and engaged world citizens. Valley View Mustangs will "Make a Better World!"

Our faculty, School Site Council (SSC) comprised of teachers, staff, and parents, and English Learners Advisory Committee (ELAC); regularly reviews site assessment data to develop the School Plan for Student Achievement (SPSA) each year. Our main focus this year will be equity for all learners and the narrowing of the achievement gap that exists for our diverse student population especially our ELL (English Language Learners).

**Mission:** We are a child-centered, forward thinking, learning community, educating each of our students in an individually appropriate manner within an environment of personal safety and mutual respect to become well-informed, productive, and socially responsible citizens.

## We Believe...

- All students are unique, can learn and deserve a challenging and enriching curriculum.
- Collaboration and open communication support a positive teaching and learning environment
- Working as a team leads to high levels of achievement and character development for students and staff
- Parents play a vital role in their child's education and are valued partners in this effort
- Maintaining a safe environment, physically and emotionally, creates a positive place for students to learn and staff to work
- Having a sense of humor and pursuing the joy of learning creates a positive school culture and climate

Our school community benefits from active parent and community participation in regular and extracurricular school activities. Many other positive school activities rely and depend on parent volunteers who help with school fairs, school beautification projects, and other special events. Valley View's PTA coordinates year-round fundraising to foster school and community efforts that support powerful teaching and learning. Friends and families are always invited to become active members of Valley View's Community of Learners. It is with that same enthusiasm and pride that we say to you, "Welcome to the View!"

## 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	137
Grade 1	94
Grade 2	91
Grade 3	100
Grade 4	116
Grade 5	113
Total Enrollment	651

## Teacher Misassignments and Vacant Teacher Positions at Valley View 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.

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	13.1
Filipino	0.5
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	0.2
White	40.7
Two or More Races	7.2
Socioeconomically Disadvantaged	25.2
English Learners	27.5
Students with Disabilities	5.7
Foster Youth	0.5
Homeless	1.4

## 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 Valley View	17-18	18-19	19-20
With Full Credential	33	30	30.7
Without Full Credential	0	0	.4
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

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

### Instructional Materials

All textbooks used in the core curriculum at Valley View 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	2017: Units of Study/Benchmark Advance/Adelante , Benchmark Advance Intervention , Reading Language Arts/ELD Textbook Adoption , Lucy Calkins-Units of Study for Teaching Reading, Lucy Calkins- Units of Study for Teaching Writing 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 (English and Spanish) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison Wesley History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017 The textbooks listed are from most recent adoption: Yes

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. Valley View Elementary School's original facilities were built in 1960; 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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Minor asphalt repairs
- Added gates in driveway for site security.

One day custodian and one evening custodian are assigned to Valley View 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
- Vacuuming

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

#### Deferred Maintenance

Valley View 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 Valley View Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Valley View 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. During fiscal year 2017-2018, all restrooms were fully functional and available for student use.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	A Building Classrooms: B Building Classrooms: C Building Admin & Library: G Building Classrooms:
<b>Interior:</b> Interior Surfaces	Good	Grounds & Main Playground:
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	A Building Classrooms: C Building Admin & Library: D Building Classrooms: E Building Classrooms: F Building Classrooms: G Building Classrooms: H Building MP & Kitchen: I Building Classrooms: J Building Classrooms (1):
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds & Main Playground:
<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	68	61	81	79	50	50
Math	64	61	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	20.2	25.7	27.5

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	326	315	96.63	60.95
Male	172	166	96.51	55.42
Female	154	149	96.75	67.11
Black or African American	--	--	--	--
Asian	48	46	95.83	76.09
Filipino	--	--	--	--
Hispanic or Latino	116	112	96.55	41.96
White	131	128	97.71	72.66
Two or More Races	24	22	91.67	59.09
Socioeconomically Disadvantaged	86	84	97.67	32.14
English Learners	112	109	97.32	41.28
Students with Disabilities	25	24	96.00	8.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	315	96.63	60.95
Male	172	167	97.09	58.68
Female	154	148	96.10	63.51
Black or African American	--	--	--	--
Asian	48	47	97.92	76.60
Filipino	--	--	--	--
Hispanic or Latino	116	113	97.41	38.05
White	131	126	96.18	75.40
Two or More Races	24	22	91.67	68.18
Socioeconomically Disadvantaged	86	85	98.84	31.76
English Learners	112	110	98.21	43.64
Students with Disabilities	25	24	96.00	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

#### 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 group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, teacher newsletters, the Mustang Newsletter, E-Connection, and teacher websites. Contact the school office for more information on how to become involved in your child's education and school.

#### Opportunities to Volunteer:

Chaperone Field Trips  
 Reading Tutors  
 PTA Volunteer  
 Classroom Volunteer  
 Special Events  
 Lunch Supervision

#### Committees:

English Learner Advisory Council (ELAC)  
 Parent Teacher Association (PTA)  
 School Site Council (SSC)  
 School Smarts Parent Academy  
 School Wellness Committee

**School Activities:**

Art Reflections  
 Back to School Night  
 Book Fairs  
 Breakfast Book Club  
 Chess Club  
 Dinner with a Scientist  
 Diversity Week  
 Family Science Night  
 Food Drive  
 Fun Run  
 Halloween Parade  
 Hootenanny Festival  
 Latino Literacy Project  
 Monthly Flag Salutes  
 Multicultural Fair  
 Outdoor Education Week  
 Parent's Night Out  
 Red Ribbon Week  
 School Garden  
 Science Club  
 Science Fun Fair  
 Talent Show  
 Take your parent/s to lunch  
 Teacher Appreciation Week  
 Teacher Auction

**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 Valley View 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 reviewed, updated, and discussed with school staff in February 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.4	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*	651.0

\* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	6.3
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	23	1	3	1	25		5		23	1	5	
1	21	3	2		23	1	3		24		4	
2	22	1	4		18	4	2		23		4	
3	21	3	2		21	3	2		20	3	2	
4	26		4		27		4		29		4	
5	29		2	2	28		4		28		4	
Other**												

\*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 Valley View Elementary School revolve around student achievement. During the 2017-18, 2018-2019 and 2019-2020 school years, Valley View Elementary School held staff development devoted to:

- Writing Instruction
- Job-Embedded Grade Level Literacy Workshops (Readers, Writers Workshop Model, Assessment, etc.)
- Benchmark
- Gender Neutral environments that promote a positive climate for all
- English Language Development (ELD)
- Adelante (Dual Immersion Curriculum)
- Essential Standards (ELA & Math)
- Smarter Balanced Assessments Consortium (SBAC)
- Lucy Calkins Units of Study
- Positive Behavioral Intervention and Support (PBIS) Program
- Second Step Social Skills Curriculum
- EDTECH conference
- Reading Workshop
- CAFE conference
- Music conference
- Disaster Team Training
- ELPAC training: 4 domains, Listening, Speaking, Reading and Writing
- Ongoing Grade level Data talks
- MAP training

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. Valley View Elementary School supports ongoing professional growth throughout the year on minimum days and District Office staff development days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. The teaching staff is 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 2018-2019 school year, Valley View Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Administering the ELPAC (English Language Performance Assessment for California).
- PUSD Summer Institute - varied choices, staff selected.
- Institutes presented by the district Special Education department
- Units of Study - focusing on readers workshop and strategies for small groups
- Units of Study Phonics
- Second step (online - staff selected) training
- Go Green (recycling) training
- Project Lead The Way (engineering) training
- SPIRE training
- Just Words training
- Foundation training
- CPI training
- Administrative Secretary training
- Escape training
- Raptor training
- CPR/First Aid Recertification
- Components of Ethics in Health Care training
- Top 10 Stuttering Therapy Suggestions
- Google training
- Structured Literacy training
- Leveled Literacy Intervention training
- Institute for Multi-Sensory Education: Dyslexia training

Valley View 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 received 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	6675.97	359.08	6316.9	92858
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	4.5	8.1
School Site/ State	-0.1	22.8

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.