



Valley View Elementary School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Pleasanton Unified School District

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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 2018-19 school year, 655 students were enrolled. The English Only and Spanish Dual Immersion 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 Common Core State Standards (CCSS). The Common Core aims 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	91
Grade 2	105
Grade 3	107
Grade 4	107
Grade 5	110
Total Enrollment	645

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	11.6
Filipino	0.8
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.2
White	42.9
Socioeconomically Disadvantaged	24.0
English Learners	26.4
Students with Disabilities	7.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Valley View Elementary School	16-17	17-18	18-19
With Full Credential	33	33	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	600
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Instructional Materials

All textbooks used in the core curriculum at Valley View Elementary School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 25, 2018, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2018-2019.004 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison Wesley History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017 The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 12/11/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	A Building Classrooms: B Building Classrooms: C Building Admin & Library: G Building Classrooms:
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	E Building Classrooms:
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	A Building Classrooms: B Building Classrooms: C Building Admin & Library: D Building Classrooms: Day Care: E Building Classrooms: F Building Classrooms: G Building Classrooms: H Building MP & Kitchen: I Building Classrooms: J Building Classrooms (1):
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	68.0	80.0	81.0	48.0	50.0
Math	67.0	64.0	76.0	77.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	35.6	24.6	9.3

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	330	96.49	67.58
Male	164	160	97.56	65.63
Female	178	170	95.51	69.41
Black or African American	--	--	--	--
Asian	43	43	100.00	81.40
Filipino	--	--	--	--
Hispanic or Latino	130	124	95.38	45.97
White	138	133	96.38	81.20
Two or More Races	24	23	95.83	78.26
Socioeconomically Disadvantaged	95	88	92.63	47.73
English Learners	106	99	93.40	45.45
Students with Disabilities	31	31	100.00	19.35
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	339	99.12	64.01
Male	164	163	99.39	69.94
Female	178	176	98.88	58.52
Black or African American	--	--	--	--
Asian	43	43	100	88.37
Filipino	--	--	--	--
Hispanic or Latino	130	129	99.23	44.19
White	138	137	99.28	75.18
Two or More Races	24	23	95.83	69.57
Socioeconomically Disadvantaged	95	94	98.95	38.3
English Learners	107	107	100	45.79
Students with Disabilities	31	31	100	22.58
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 PTA President, Kelly Cantu at kellycantu46@gmail.com 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

School Site 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 2017

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.7	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	2.5	2.7
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.625
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	650

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	23	25	1	1		3	3	5	1	1	
1	23	21	23	1	3	1	4	2	3			
2	20	22	18	3	1	4	2	4	2			
3	21	21	21	3	3	3	2	2	2			
4	28	26	27				4	4	4			
5	30	29	28				2	2	4	2	2	

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

Professional Development provided for Teachers

Staff Development

All training and curriculum development activities at Valley View Elementary School revolve around student achievement. During the 2016-17, 2017-18, and 2018-2019 school years, Valley View Elementary School held staff development devoted to:

- The Achievement Gap (Diversity and Equity for all Learners)
- 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
- Safe School Planning
- English Language Development (ELD)
- Adelante (Dual Immersion Curriculum)
- Essential Standards (ELA & Math)
- Kate Seravallo (Small group instruction)
- 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 2016-17 school year, Valley View Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Growing Readers in the 21st Century
- Supporting Students Through the SIP Process
- Lucy Calkins - Informational Writing
- Common Core State Standards
- SMART Boards
- Bridging the Achievement Gap Using SMART Technologies and Treasures/Tesoros
- Setting Measurable Goals for Struggling Readers
- Implementing communication in the Classroom
- Special Education Job Alike
- Pearson Online Learning Exchange (OLE)
- Getting Started with Google Sites
- Technical Writing for Science Class
- Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- CHSSP (California History/Social Studies Project)
- Google in Education California Summit
- Report Card Training
- Making Math Visual
- Universal Design for Learning (UDL) and the Common Core Standards
- IntegratED Conference - Improving Education with Technology
- SuperSchool Science Seminars Math Workshop
- IEP compliance and best practices for successful IEP's.
- MAP training
- Intervention Specialist Job Alike

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

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

Types of Services Funded

FY17-18

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received categorical, special education, and support programs funds for:

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

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,833	\$266	\$6,567	\$97,850
District	◆	◆	\$5,851	\$89,558
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			11.5	8.1
Percent Difference: School Site/ State			-0.1	22.8

* Cells with ◆ do not require data.

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