

Fairlands Elementary School

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Pleasanton Unified School District

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Principal's Message

Fairlands Elementary School is committed to offering a challenging and supportive school program for all of our students. Our continuing goal is to prepare students with the vital knowledge and skills they will need for success, while at the same time encouraging creativity, curiosity, and a life-long appreciation for learning. The academic program at Fairlands implements Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards as well as California Standards in the core curricular areas of Social Studies, Physical Education, and Visual and Performing Arts. Our excellent instructional staff and specialists are highly trained and credentialed. In addition, our outstanding support staff bring a wealth of experience in support of the superior educational program at Fairlands.

Character education is a high priority at Fairlands and we are in our second year of implementation of the Positive Behavioral Interventions and Supports (PBIS) program that works in conjunction with the "Community of Character" initiative, a partnership between the Pleasanton Unified School District and the City of Pleasanton. The six character traits emphasized in district schools are: responsibility, compassion, self-discipline, honesty, respect, and integrity. We are deeply proud of the partnerships we have with our Fairlands' Families and our community. The commitment of our community to work together to support and enhance the learning experience of all students is evident when you visit our campus. Parents volunteer on a regular basis in classrooms, the office and for special programs. Our Parent Teacher Association plays a vital role in this partnership; and our school staff is deeply grateful to all of the parents who work to provide a better learning experience for our students.

Mission Statement

Fairlands School is a community of students, parents, and staff dedicated to the development of every individual's desire to learn and achieve. Collectively, we provide a safe, supportive environment that fosters curiosity, inquiry and a life-long passion for learning. We believe collaboration and continuous dialogue promotes high achievement and academic success for all. We believe each child has a unique pathway to learning. We facilitate their individual progress toward reaching their full potential. We believe open communication between staff, students and parents fosters connections critical to the success of all students. We believe modeling, teaching, and applying the six character traits develop well-rounded, contributing citizens for the future. We believe a positive school culture and climate embraces humor and the joy of learning. We believe our diverse community enriches the tapestry of our school culture.

School Profile

Fairlands Elementary School was opened in September of 1973. The school mascot, the Flyers is rooted in the history of the location of the school being a landing field for hot air balloons. Fairlands is located in the northeastern section of the city of Pleasanton and is one of nine elementary schools. It serves students in transitional kindergarten through fifth grade and follows a traditional school calendar, opening school in the middle of August and closing the school year at the end of May. At the beginning of the 2016-2017 school year, 773 students were enrolled, including 24% of the population speak a language other English as their first language. The ethnic makeup of the student population is 47.9% Asian Indian, 10.1% Asian, 0.78% African American, 6.9% Hispanic, 25.4% White, 2.59% Pacific Islander, and 9.7% multiple ethnic backgrounds. The 53 member staff consists of administration, certificated teaching/support staff and classified employees. 39 certificated employees incorporates, general education teachers, a school counselor, a school psychologist, resource and speech teachers, and specialized music, physical education, and science instructors. 13 classified staff incorporates paraprofessional classroom support aides, Library and technology technicians, office personnel, and custodial staff.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	150
Grade 1	125
Grade 2	125
Grade 3	125
Grade 4	128
Grade 5	132
Total Enrollment	785

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	57.3
Filipino	1.9
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0.1
White	26.4
Two or More Races	4.6
Socioeconomically Disadvantaged	7
English Learners	22
Students with Disabilities	5.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Fairlands Elementary School	14-15	15-16	16-17
With Full Credential	31	30	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Fairlands Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Instructional Materials

All textbooks used in the core curriculum at Fairlands 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, October 13, 2015, 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 2015-2016.05 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 2015-16 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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2003 Houghton Mifflin, California Reading 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 WesleyHistory-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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. Fairlands Elementary School's original facilities were built in 1973; 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 two evening custodians (one full-time and one part-time) are assigned to Fairlands Elementary School. The day custodian is responsible for:

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

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

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

Deferred Maintenance

Fairlands 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 Fairlands Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Fairlands 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 December 18, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, 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: December 18, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	82	80	80	80	44	48
Math	74	79	73	76	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	93	83	86	88	86	86	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.7	22.1	61.8

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	133	131	98.5	85.5
Male	71	71	100.0	87.3
Female	62	60	96.8	83.3
Asian	68	67	98.5	89.6
White	41	41	100.0	85.4
Socioeconomically Disadvantaged	11	11	100.0	72.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	127	123	96.8	75.6
	4	131	127	97.0	82.7
	5	133	131	98.5	80.2
Male	3	68	66	97.1	68.2
	4	67	65	97.0	75.4
	5	71	71	100.0	74.7
Female	3	59	57	96.6	84.2
	4	64	62	96.9	90.3
	5	62	60	96.8	86.7
Asian	3	62	58	93.5	77.6
	4	78	76	97.4	89.5
	5	68	67	98.5	85.1
Hispanic or Latino	3	19	19	100.0	57.9
	4	16	15	93.8	66.7

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	37	37	100.0	81.1
	4	29	28	96.5	78.6
	5	41	41	100.0	73.2
Socioeconomically Disadvantaged	3	14	14	100.0	57.1
	5	11	11	100.0	63.6
English Learners	3	17	13	76.5	46.1
	4	18	17	94.4	47.1
Students with Disabilities	3	11	11	100.0	18.2

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	127	125	98.4	84.0
	4	130	127	97.7	79.5
	5	133	131	98.5	74.6
Male	3	68	67	98.5	79.1
	4	66	64	97.0	84.4
	5	71	71	100.0	76.1
Female	3	59	58	98.3	89.7
	4	64	63	98.4	74.6
	5	62	60	96.8	72.9
Asian	3	62	60	96.8	85.0
	4	77	75	97.4	89.3
	5	68	67	98.5	84.8
Hispanic or Latino	3	19	19	100.0	79.0
	4	16	16	100.0	43.8
White	3	37	37	100.0	86.5
	4	29	28	96.5	75.0
	5	41	41	100.0	63.4
Socioeconomically Disadvantaged	3	14	14	100.0	71.4
	5	11	11	100.0	54.5

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	17	15	88.2	73.3
	4	18	17	94.4	58.8
Students with Disabilities	3	11	11	100.0	36.4

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement is a critical component to a child's academic success. At Fairlands we work closely with parents to make educational decisions that benefit students and promote a child's growth socially, emotionally, and cognitively.

The school utilizes several forms of communication to keep parents informed about their child's academic progress and school events, including:

- Fairlands Flyer; bi-weekly School & PTA bulletin
- Friday Folders
- School marquee
- Fairlands website
- PTA website
- District-wide eConnection
- Teacher email
- School-wide auto-dialer

Opportunities to Volunteer:

Classroom volunteer	Tutoring/Intervention support
Fundraising activities	Special events

Committees:

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

School Activities:

Back to School Night	Go Green Environmental Awareness Program
Fall Festival	Ice Cream Social
Open House	Principal's Coffee
PTA's Reflection Program	Family Fun Night
Diwali Cultural Event	Family Heritage Event
Holiday Breakfast	Administrator Character Trait Read Alouds
Talent Show	Lunch Time Sporting Tournaments
Kindergarten Play Date	Dance Crew
Science Fair	Galletti Gold (classroom incentive program)
Read Across America	Golden Tickets (individual incentive program)
Math Olympiad	

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 Fairlands 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 September, 2016.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.9	0.6	0.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.7	1.5
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	7.2
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	38	47	47				2	1	1	1	2	2
1	25	25	25				5	5	5			
2	30	25	25				4	5	5			
3	26	25	25				5	5	5			
4	32	33	33				3	1	1	1	3	3
5	33	33	33				1			3	4	4

Professional Development provided for Teachers

Teacher training and curriculum development activities at Fairlands Elementary School focus on CCSS, balanced literacy, PBIS (Positive Behavioral Interventions and Support), RTI (Response to Intervention), and technology. During the 2016-17 school year, Teachers participated in the following staff development opportunities:

- Identifying Areas of Challenge (Data Analysis)
- Response to Intervention/Instruction (RTI)
- Balanced Literacy
- Reader's and Writer's Workshop
- Positive Behavioral Interventions and Supports (PBIS)
- Second Step Curriculum
- Integrating technology into the classroom
- BAS (District Literacy Assessment)

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. Fairlands Elementary School supports ongoing professional growth throughout the year on designated staff development days and Wednesday morning

collaboration sessions. Teachers meet in grade level teams to collaborate on curricular areas, conduct data analysis, and to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as a supplement to site-based staff development, for reinforcement of or follow-up on previous training, and follow-up training for newly implemented programs/curriculum.

Fairlands 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. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from the classroom teacher and district representatives.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,327	\$44,958
Mid-Range Teacher Salary	\$83,191	\$70,581
Highest Teacher Salary	\$101,990	\$91,469
Average Principal Salary (ES)	\$125,046	\$113,994
Average Principal Salary (MS)	\$140,150	\$120,075
Average Principal Salary (HS)	\$143,733	\$130,249
Superintendent Salary	\$228,321	\$218,315
Percent of District Budget		
Teacher Salaries	48%	38%
Administrative Salaries	6%	5%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,708	\$231	\$5,477	\$90,446
District	♦	♦	\$5,749	\$89,522
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-4.7	5.7
Percent Difference: School Site/ State			2.4	26.4

* Cells with ♦ do not require data.

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

Types of Services Funded

FY15-16
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.