



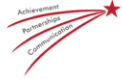
# Lydiksen Elementary School

7700 Highland Oaks Drive • Pleasanton, CA 94588 • PH: (925) 426-4420 FAX: (925) 417-8987 • Grades K-5

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

Pleasanton Unified School District



### Pleasanton Unified School District

4665 Bernal Ave.  
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#### District Governing Board

Joan Laursen, President  
Mark Miller, Vice President  
Valerie Arkin, Member  
Jamie Hintzke, Member  
Steve Maher, Member

#### District Administration

Micaela Ochoa, Interim  
**Superintendent**  
Micaela Ochoa  
**Deputy Superintendent,  
Business Services**  
  
Odie J. Douglas, Ed.D  
**Assistant Superintendent,  
Educational Services**  
  
Dianne Howell  
**Assistant Superintendent,  
Human Resources**  
  
Kevin Johnson  
**Senior Director,  
Student Services**

### Principal's Message

Lydiksen Elementary School continues its commitment to high academic expectations and a strong character education program. We provide a quality learning environment for student achievement and balancing academic success with individual personal growth for our students. Our goal is to provide a caring community, ripe with a knowledgeable staff, parent support and ongoing partnerships with the community to ensure the success of every student. The Lydiksen staff works diligently to produce comprehensive, challenging and balanced curriculum based on California state standards to ensure that students meet or exceed grade level standards and expectations. Our school fosters student learning in a safe, nurturing environment that promotes positive character development and self-respect. In conjunction with the district's Strategic Plan, we teach, reinforce, model and practice positive social and ethical behaviors daily.

Lydiksen's Single Plan for Student Achievement emphasizes the continuation of collaborative and engaging opportunities that empower our students to be the best that they can be. The Lydiksen staff continues to assess each student regularly to assist in developing teaching strategies that address student needs to assure that all students have the best opportunity to learn and grow, socially, emotionally, and academically. Our parent community is invaluable. High academic expectations, parent involvement and school-to-home communication creates a powerful partnership. School volunteers, successful fund raising, special projects, program evaluation and strong leadership from staff and parents enhances the wide variety of school activities we enjoy at Lydiksen. Lydiksen exemplifies community effort committed to excellence and continues to be a place where students are the priority.

### Mission Statement

The Lydiksen community seeks to foster a strong partnership between home and school, creating a positive and challenging environment that meets the individual needs of all students as they meet or exceed rigorous state standards. We are dedicated to promoting integrity, honesty, self-discipline, responsibility, respect, and compassion.

### School Profile

Lydiksen Elementary School is located in the northwestern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2016-17 school year, 659 students were enrolled in grades TK-5. Lydiksen was named a 2016 California Gold Ribbon School and was also a California Distinguished School in 1995, 2004 and 2008, and a National School of Character in 2002.

## 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	105
Grade 1	103
Grade 2	105
Grade 3	108
Grade 4	131
Grade 5	138
<b>Total Enrollment</b>	<b>690</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	35.1
Filipino	2.8
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.4
White	44.2
Two or More Races	6.5
Socioeconomically Disadvantaged	6.1
English Learners	11.6
Students with Disabilities	12
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			
Lydiksen Elementary School	14-15	15-16	16-17
With Full Credential	32	29	28
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			
Lydiksen Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 Lydiksen Elementary School are currently 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 Wesley History-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. Lydiksen Elementary School's original facilities were built in 1967; 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:

- Installed automated gate at teachers parking lot for student safety

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 Lydiksen Elementary School. The day custodian is responsible for:

- Lunch area setup/cleanup
- Groundskeeping
- Event setup
- 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 and office staff communicate with custodial staff daily concerning maintenance and school safety issues.

### Deferred Maintenance

Lydiksen 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 Lydiksen Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Lydiksen 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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
<b>ELA</b>	72	74	80	80	44	48
<b>Math</b>	67	69	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	86	78	84	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	26.9	25.4	16.4

\* 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	145	140	96.6	83.6
Male	75	72	96.0	84.7
Female	70	68	97.1	82.4
Asian	55	54	98.2	94.4
Hispanic or Latino	12	12	100.0	91.7
White	58	56	96.6	76.8
Socioeconomically Disadvantaged	13	12	92.3	83.3
English Learners	11	10	90.9	60.0
Students with Disabilities	21	21	100.0	61.9

\* 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	109	104	95.4	79.8
	4	130	128	98.5	72.7
	5	145	140	96.5	72.1
Male	3	56	53	94.6	75.5
	4	72	71	98.6	63.4
	5	75	72	96.0	70.8
Female	3	53	51	96.2	84.3
	4	58	57	98.3	84.2
	5	70	68	97.1	73.5
Asian	3	36	36	100.0	83.3
	4	45	44	97.8	84.1
	5	55	54	98.2	90.7

**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
Hispanic or Latino	3	11	11	100.0	54.5
	4	11	11	100.0	54.5
	5	12	12	100.0	50.0
White	3	55	50	90.9	82.0
	4	52	51	98.1	76.5
	5	58	56	96.5	62.5
Two or More Races	4	14	14	100.0	50.0
Socioeconomically Disadvantaged	4	15	15	100.0	40.0
	5	13	12	92.3	50.0
English Learners	4	11	10	90.9	50.0
	5	11	10	90.9	20.0
Students with Disabilities	3	14	13	92.9	30.8
	4	22	22	100.0	22.7
	5	21	21	100.0	19.1

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	109	104	95.4	74.0
	4	130	128	98.5	74.2
	5	145	140	96.5	61.4
Male	3	56	53	94.6	73.6
	4	72	71	98.6	70.4
	5	75	72	96.0	59.7
Female	3	53	51	96.2	74.5
	4	58	57	98.3	79.0
	5	70	68	97.1	63.2
Asian	3	36	36	100.0	86.1
	4	45	44	97.8	70.5
	5	55	54	98.2	77.8

**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
Hispanic or Latino	3	11	11	100.0	72.7
	4	11	11	100.0	63.6
	5	12	12	100.0	25.0
White	3	55	50	90.9	66.0
	4	52	51	98.1	84.3
	5	58	56	96.5	55.4
Two or More Races	4	14	14	100.0	57.1
Socioeconomically Disadvantaged	4	15	15	100.0	53.3
	5	13	12	92.3	41.7
English Learners	4	11	10	90.9	40.0
	5	11	10	90.9	10.0
Students with Disabilities	3	14	13	92.9	23.1
	4	22	22	100.0	27.3
	5	21	21	100.0	

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)

Lydiksen Elementary is a supportive and encouraging school that helps all students to develop as powerful learners. Lydiksen is well-known as a caring place for families. Parents are very involved in many aspects of our school, from membership in the Lydiksen Parent Faculty Club, to volunteering in classrooms, to coordinating school-wide activities such as the family movie night, the annual fun run, and the gala fund raiser. We work to increase parents' knowledge and skills through our English Learners Advisory Committee and School Smarts parent academy, as well as through the School Site Council and the casual "meet with the principal" events held several times a year.

School activities with parent involvement include: Gala Fund Raiser, Sister School Visit, School Smarts, Science Fair/Science Family Night, International Fair, Book Fair, Breakfast Book Club, Field Day, Red Ribbon Week, Walk-to-School Day, Ice Cream Social, School Garden, Fun Run, Family Fun Night, Movie Night, and Disco Bingo. Contact the school office for more information about these activities.

#### 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

The Comprehensive School Site Safety Plan was developed for Lydiksen 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 and updated by school staff in February 2016. Staff responsibilities and safety plan updates made with input from law enforcement were discussed with staff in September 2016.

### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	0.3	0.4
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)	0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	1.0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1.0
Other	6.0
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	30	28	28				4	4	4			
1	21	25	25	1			4	4	4			
2	23	22	22	1	1	1	4	4	4			
3	22	20	20	1	1	1	4	5	5			
4	25	27	27	1	1	1	4	1	1		2	2
5	28	26	26	1	1	1	1	4	4	3		

#### Professional Development provided for Teachers

##### Staff Development

During the 2015-16 school year, Lydiksen Elementary School staff attended professional development devoted to:

- Teacher's College Writing Institute
- GLAD training
- Lucy Calkins Reading Conference
- PBIS
- Dr. Jean's Active Learning Adventure
- Grade level collaboration (math)
- California Music Educators Association Conference
- Ensuring the Learning of All Students
- Grade level collaboration (ELA)
- Adapting Reading and Writing Workshops to Support English Learners, Grades K-5
- CUE 2016 National Conference
- Fall in Love with Close Reading
- National Council of Teachers of Mathematics Conference
- EQ Schools Conference - Teaching to the Human Core
- 2016 ISTE National Conference and Exposition



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. Lydiksen Elementary School supports ongoing professional growth throughout the year on late start Wednesdays. Teachers meet in grade level teams to conduct data analysis to identify areas of need. 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/curriculum.

Lydiksen Elementary School teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 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%

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,214	\$229	\$5,986	\$96,294
District	◆	◆	\$5,749	\$89,522
State	◆	◆	\$5,677	\$74,216
Percent Difference: School Site/District			4.1	12.5
Percent Difference: School Site/ State			11.9	34.6

\* Cells with ◆ do not require data.

### 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.