



Donlon Elementary School

4150 Dorman Road • Pleasanton, CA 94588 • PH: (925) 426-4220 FAX: (925) 426-5423 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Pleasanton Unified School District

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School Description

Donlon Elementary School is located in Pleasanton Unified School District and is one of nine elementary schools out of a total of fifteen schools. Pleasanton is an upper middle class community in the San Francisco Bay Area that places great emphasis on academic achievement and devotes available resources to benefit all students.

Donlon is currently focusing on providing strong systems of supports for students' academic, social, and behavioral needs through studying student data in grade level collaborative teams. One area that makes Donlon special is in our inclusion of all students. Several general education classes serve as "buddy classes" for our moderate-severe Special Day Class students, joining them in recess and some class activities. Our student leadership helped promote and participate in a "Just Say Hi" campaign to encourage conversations. This started during our Abilities Awareness week early in the fall and has continued throughout the year. Our PTA, also mentioned below, recently purchased playground equipment to encourage inclusive play, and continues to seek other ways to serve the needs of all of our students and bring students together.

At Donlon Elementary School, we are committed to preparing all of our students to lead happy, healthy, and productive lives. Our goal is to have all students become informed citizens who are prepared to participate in a culturally diverse society. Our school's priority is to provide a safe learning environment where students are supported academically, emotionally, socially, and physically to reach their full potential.

Our very dedicated and highly qualified staff uses district adopted standards-based curriculum combined with effective instructional strategies to meet the needs of our diverse student population. We use continuous assessment and data to inform our instruction and develop learning goals for our students. We also tie in our city and district wide adopted Community of Character Traits (Responsibility, Compassion, Self-Discipline, Honesty, Respect, and Integrity) across all areas of the curriculum.

Parent and community involvement play an integral role in the success of Donlon. Our Parent Teacher Association (PTA) works closely with staff to support and enrich our school programs. We also work with outside community groups who provide support for our school programs and offer unique learning opportunities for our students. At Donlon, we are proud of the commitment by our students, staff, families, and community members in making our school a place where children thrive and are given multiple opportunities for success.

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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 128 |
| Grade 1 | 128 |
| Grade 2 | 126 |
| Grade 3 | 129 |
| Grade 4 | 155 |
| Grade 5 | 158 |
| Total Enrollment | 824 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1 |
| American Indian or Alaska Native | 0 |
| Asian | 46.1 |
| Filipino | 2.2 |
| Hispanic or Latino | 8.3 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 34.3 |
| Two or More Races | 7.6 |
| Socioeconomically Disadvantaged | 6.3 |
| English Learners | 14.8 |
| Students with Disabilities | 10.9 |
| Foster Youth | 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 | | | |
|---|-------|-------|-------|
| Donlon Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 36 | 38 | 34 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Pleasanton Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 653 |
| Without Full Credential | ♦ | ♦ | 5 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Donlon Elementary School | 15-16 | 16-17 | 17-18 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks used in the core curriculum at Donlon Elementary School are 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 26, 2017, 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 2017-2018.06 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 2017-18 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 2017 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Benchmark Advance/2017, Benchmark Advance Intervention/2017, Lucy Calkins- Units of Study for Teaching Reading/2017, Lucy Calkins- Units of Study for Teaching Writing/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 2015 Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 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 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Donlon Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Donlon 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 May 5, 2017. No emergency repairs were needed and no unsafe conditions were found. All restrooms are and have been fully functional and available for student use for the 2017-18 school year.

The following projects were completed in the last 12 months:

Staff restrooms in the main office have been designated for all genders.

The student bathroom in the health office is designated for all genders.

One single user restroom in the B-wing of school has been designated for all genders and is available for student use.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/5/2017 | | | | |
|--|---------------|------|------|--|
| 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 | | C Pod Admin, Library & Classrooms: C19 Lights are not working. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/5/2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| 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

| 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 | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 88 | 89 | 86 | 86 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 79 | 75 | 80 | 80 | 48 | 48 |
| Math | 79 | 73 | 76 | 76 | 36 | 37 |

* 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.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 28.1 | 30 | 13.8 |

* 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 | 135 | 131 | 97.0 | 88.6 |
| Male | 72 | 70 | 97.2 | 88.6 |
| Female | 63 | 61 | 96.8 | 88.5 |
| Asian | 61 | 61 | 100.0 | 91.8 |
| White | 54 | 51 | 94.4 | 86.3 |
| Two or More Races | 12 | 11 | 91.7 | 100.0 |
| Students with Disabilities | 16 | 14 | 87.5 | 57.1 |

* 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 2016-17 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 | 452 | 444 | 98.23 | 74.77 |
| Male | 238 | 233 | 97.9 | 69.96 |
| Female | 214 | 211 | 98.6 | 80.09 |
| Black or African American | -- | -- | -- | -- |
| Asian | 201 | 200 | 99.5 | 81.5 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 36 | 97.3 | 66.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 161 | 158 | 98.14 | 70.25 |
| Two or More Races | 39 | 38 | 97.44 | 73.68 |
| Socioeconomically Disadvantaged | 34 | 34 | 100 | 32.35 |
| English Learners | 94 | 93 | 98.94 | 73.12 |
| Students with Disabilities | 57 | 51 | 89.47 | 17.65 |

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 2016-17 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 | 452 | 443 | 98.01 | 72.91 |
| Male | 238 | 232 | 97.48 | 75.86 |
| Female | 214 | 211 | 98.6 | 69.67 |
| Black or African American | -- | -- | -- | -- |
| Asian | 201 | 199 | 99 | 80.4 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 36 | 97.3 | 55.56 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 161 | 158 | 98.14 | 68.99 |
| Two or More Races | 39 | 38 | 97.44 | 73.68 |
| Socioeconomically Disadvantaged | 34 | 34 | 100 | 41.18 |
| English Learners | 94 | 93 | 98.94 | 70.97 |
| Students with Disabilities | 57 | 51 | 89.47 | 23.53 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to be involved in their child's learning environment 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, Parent Involvement Nights, eConnection, administration email, teacher email, PTA weekly newsletter, and PTA Facebook page.

Opportunities for parental involvement include:

- Chaperoning Field Trips
- Classroom Helper
- Special Event Helper
- Committees
- Parent Teacher Association
- School Site Council (SSC)
- Special Needs Committee (SNC)
- English Learner Advisory Council (ELAC)
- School Smarts Parent Academy
- School Activities
- Back to School Night
- Open House
- Fundraisers
- Ice Cream Social
- Science Fair
- Book Fair
- School Carnival
- Movie Nights
- Fun Run

Red Ribbon Week
 Parent Night Out
 International Fair
 Meet & Greet Event
 Restaurant Nights
 Read-A-Thon
 Donlon Gift Shop
 Disco Bingo Night
 Spirit Days
 Spelling Bee
 Music Performances
 D.A.R.E Graduation Ceremony
 Flag Salutes
 Parent Involvement Nights
 Literacy/Math Nights

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 Donlon 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 updated; and reviewed with and approved by school site council on December 6, 2017. The school community has monthly drills to practice various aspects of the disaster response plan and ongoing feedback is solicited from staff, and improvements are constantly made. The Pleasanton Police Department is invited to observe and give feedback on at least one intruder drill per year, and the Livermore-Pleasanton Fire Department is invited to observe and give feedback on at least one full evacuation drill per year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.6 | 0.9 | 1.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.7 | 1.5 | 2.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 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 |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0.5 |
| Counselor (Social/Behavioral or Career Development) | 0.50 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.5 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist | 2 |
| Other | .875 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 24 | 27 | 25 | 1 | 1 | | 4 | 3 | 5 | | 1 | |
| 1 | 25 | 25 | 25 | | | | 4 | 5 | 5 | | | |
| 2 | 25 | 25 | 25 | | | | 5 | 5 | 5 | | | |
| 3 | 27 | 23 | 25 | 1 | | | 4 | 6 | 5 | 1 | | |
| 4 | 33 | 31 | 30 | | | | | 5 | 5 | 4 | | |
| 5 | 33 | 29 | 28 | | 1 | 1 | 1 | | 5 | 3 | 4 | |
| Other | 11 | | 7 | 1 | | 1 | | | | | | |

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

Professional Development provided for Teachers

During the 2016-17 school year, Donlon Elementary School staff attended training and development activities to support students' academic, behavioral, and social needs.

Decisions concerning selection of staff development activities are performed by all staff using varied information 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. Donlon Elementary School supported ongoing professional growth throughout the year on minimum days and Wednesday morning collaboration sessions. Teachers meet in grade level teams to analyze student data to identify areas of need during collaboration times and at release time with the assistance of instructional coaches and administration. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions 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.

Donlon 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, and had a set schedule for working at Donlon. During their work with teachers, the instructional coaches Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives, and are encouraged to attend paid trainings on staff development workdays.

During the 2016-17 school year, Donlon Elementary School's teachers attended three full-day staff development sessions hosted by the Pleasanton Unified School District, as well as a variety of seminars and trainings outside of the school district, including the following:

- Addicted to Video Games seminar
- Advance Reading Workshop Institute at Teachers' College
- Behavior Strategies

Benchmark English Language Arts curriculum training
 Brain Based Reading Strategies
 California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) conference
 California State Subject Matter Project Physical Education/Health - teacher leader
 California Teachers Summit
 Cognitive Behavioral Therapy Strategies
 Difficult Conversation Series - Neglect
 Dyslexia
 Dyslexia training
 EXCEL
 Foundational Skills Institute at Teachers' College
 Illuminate student data system Training
 Leadership Training – California State Subject Matter Project Physical Education/Health
 Legal Updates
 National Adaptive Physical Education Conference (speaker)
 Occupational Therapy strategies
 Adapted Physical Education training
 Online Second Step training
 Pleasanton Unified School District Summer Institute
 Positive Behavioral Interventions and Supports (PBIS) training
 Reading/Writing Workshop Cohort
 Social Thinking Training - iLaugh Model
 Technology training
 Unique Learning System – curriculum for Moderate/Severe special education
 Units of study English Language Arts curriculum training
 Wilson Reading for Just Words/Fundations (English Language Arts intervention curriculum) training
 Working with grieving seminar

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$59,505 | \$48,522 |
| Mid-Range Teacher Salary | \$86,352 | \$75,065 |
| Highest Teacher Salary | \$105,865 | \$94,688 |
| Average Principal Salary (ES) | \$130,029 | \$119,876 |
| Average Principal Salary (MS) | \$141,795 | \$126,749 |
| Average Principal Salary (HS) | \$149,196 | \$135,830 |
| Superintendent Salary | \$220,000 | \$232,390 |
| Percent of District Budget | | |
| Teacher Salaries | 46% | 37% |
| Administrative Salaries | 6% | 5% |

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

Types of Services Funded

FY16-17
 In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Educator Effectiveness
- 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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,677 | \$208 | \$5469 | \$88753 |
| District | ♦ | ♦ | \$5,749 | \$90,207 |
| State | ♦ | ♦ | \$6,574 | \$77,824 |
| Percent Difference: School Site/District | | | -4.9 | -1.3 |
| Percent Difference: School Site/ State | | | -16.8 | 14.0 |

* Cells with ♦ do not require data.

- 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.