



# Hearst 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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[www.pleasantonusd.net](http://www.pleasantonusd.net)

#### District Governing Board

Joan Laursen, President  
Mark Miller, Vice President  
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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

### Principal's Message

I'd like to welcome you to Hearst's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. It is a privilege and honor to be the principal and educational leader of our Monarch Community and 2006 California Distinguished School. Our namesake, Phoebe Apperson Hearst, was a staunch supporter of education, service to community, and early kindergarten movement, and co-founded the Parent Teacher Association (PTA). When you step foot onto our campus you will immediately feel the warmth and our strong commitment towards children.

Hearst's staff of just over 50 worked to meet the needs of our 714 TK-5 students last year. Through ongoing collaboration, our teachers have developed a program that exemplifies high academic standards, character education with the integration of technology. During the 2012-13 school year, we began preparing for Common Core State Standards which will be fully implemented in the 2014-15 school year. Our experienced staff meets student needs through data analysis, individualized and differentiated instruction. Our school-wide rules of Showing Respect, Solving Problems and Making Good Decisions promote personal responsibility. Each month we focus on one of the District's Community of Character Traits: Responsibility, Compassion, Self-Discipline, Honesty, Respect and Integrity.

Our parent and community involvement is essential to our success. Through ongoing communication and teamwork, we are confident that Hearst will continue to succeed. We are excited about our school accomplishments and welcome all to join in our efforts to create successful, responsible citizens.

### Mission Statement

Our school is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a lifelong passion for learning. Students, staff, parents, and the Pleasanton community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core academic areas as well as character development.

### Our Goals...

- Measurable and ongoing increases in student academic achievement
- A safe school climate that emphasizes mutual respect
- Ongoing partnerships with parents and the community
- A curriculum that meets students' individual talents and learning styles

### School Profile

Hearst Elementary School is located in the southern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2014-15 school year, 742 students were enrolled, including 5.9% in special education, 11.2% qualifying for English Language Learner support, and 7.4% qualifying for free or reduced price lunch.

## 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	90
Grade 1	96
Grade 2	116
Grade 3	125
Grade 4	131
Grade 5	131
<b>Total Enrollment</b>	<b>689</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	45
Filipino	1.2
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0
White	36.3
Two or More Races	5.7
Socioeconomically Disadvantaged	7.5
English Learners	13.9
Students with Disabilities	5.1
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			
Hearst Elementary School	14-15	15-16	16-17
With Full Credential	33	28	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	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			
Hearst 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 Hearst 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. Hearst Elementary School's original facilities were built in 2000; 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 issued 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 Hearst Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning
- Unlocking the campus
- Checking the playgrounds
- Cleaning the Kids Club
- Events set up/tear down

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Restroom cleaning
- Health office area cleaning
- Groundskeeping
- Events set up/tear down
- Locking the campus

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

### Deferred Maintenance

Hearst 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 Hearst Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Hearst 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>	81	83	80	80	44	48
<b>Math</b>	81	83	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	90	91	89	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	15.9	41.7	37.1

\* 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	132	131	99.2	88.6
Male	71	71	100.0	88.7
Female	61	60	98.4	88.3
Asian	61	61	100.0	96.7
Hispanic or Latino	15	15	100.0	73.3
White	46	45	97.8	84.4
Socioeconomically Disadvantaged	13	13	100.0	92.3

\* 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	126	124	98.4	83.9
	4	132	130	98.5	83.8
	5	132	131	99.2	80.9
Male	3	71	71	100.0	77.5
	4	68	67	98.5	83.6
	5	71	71	100.0	83.1
Female	3	55	53	96.4	92.5
	4	64	63	98.4	84.1
	5	61	60	98.4	78.3
Asian	3	53	52	98.1	86.5
	4	58	57	98.3	91.2
	5	61	61	100.0	88.5
Hispanic or Latino	5	15	15	100.0	73.3

**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	48	48	100.0	81.3
	4	52	52	100.0	73.1
	5	46	45	97.8	77.8
Socioeconomically Disadvantaged	4	11	11	100.0	72.7
	5	13	13	100.0	84.6
English Learners	3	12	11	91.7	72.7
	4	11	11	100.0	72.7
Students with Disabilities	3	13	12	92.3	75.0
	4	11	11	100.0	72.7

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	126	124	98.4	91.1
	4	132	131	99.2	77.9
	5	132	131	99.2	79.4
Male	3	71	71	100.0	91.5
	4	68	67	98.5	82.1
	5	71	71	100.0	81.7
Female	3	55	53	96.4	90.6
	4	64	64	100.0	73.4
	5	61	60	98.4	76.7
Asian	3	53	52	98.1	96.2
	4	58	58	100.0	87.9
	5	61	61	100.0	93.4
Hispanic or Latino	5	15	15	100.0	66.7
White	3	48	48	100.0	89.6
	4	52	52	100.0	65.4
	5	46	45	97.8	71.1
Socioeconomically Disadvantaged	4	11	11	100.0	54.5
	5	13	13	100.0	61.5

**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	12	11	91.7	100.0
	4	11	11	100.0	72.7
Students with Disabilities	3	13	12	92.3	91.7
	4	11	11	100.0	72.7

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)

##### 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, Hearst Student Leadership, eConnection, teacher websites, "HearstHeadlines", and our Hearst PTA website. Contact Donna Zollinger at (925) 426-3772 for more information on how to become involved in your child's learning environment.

##### Opportunities to Volunteer

Chaperone  
Classroom Helper

Committees Heads  
Leadership on PTA Executive Board

##### Committees

English Learner Advisory Council  
Parent Teacher Association

School Site Council  
Caring Heart Committee

##### School Activities

Walk-Thru Registration  
Ice Cream Social  
Fun Run  
Recycling Programs  
Red Ribbon Week  
Reflection Program

Disco Bingo  
Cultural Fair  
Spring Auction  
Spring Carnival  
Field Day

#### 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 Hearst 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 2015.

### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.0	0.0
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)	1.0
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	0.4
Social Worker	0
Nurse	.3750
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	1.15
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	28	25	25		1	1	4	3	3			
1	25	24	24				4	4	4			
2	27	24	24				4	5	5			
3	30	25	25				4	5	5			
4	33	32	32					3	3	4	1	1
5	33	32	32					4	4	4	1	1

#### Professional Development provided for Teachers

##### Staff Development

All training and curriculum development activities at Hearst Elementary School revolve around the Common Core State Standards. During the 2015-16 school year, Hearst Elementary School held staff development devoted to:

- Data Analysis
- Building Inclusion
- Equity Training
- Common Core State Standards
- Character Education
- Bullying/Cyberbullying
- English Learner Strategies
- Backwards Planning
- Curriculum Mapping
- At-Risk Strategies
- Phonemic Awareness
- Science
- Digital Classroom Technology 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. Hearst Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are 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 2015-16 school year, Hearst 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
- Setting Measurable Goals for Struggling Readers
- Implementing iCommunication 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

Hearst 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 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	\$6,200	\$358	\$5,842	\$85,795
District	◆	◆	\$5,749	\$89,522
State	◆	◆	\$5,677	\$74,216
Percent Difference: School Site/District			1.6	0.2
Percent Difference: School Site/ State			9.2	19.9

\* 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.