

# Alisal Elementary School

1454 Santa Rita Rd. • Pleasanton, CA 94566-7498 • (925) 426-4200 • Grades K-5

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Pleasanton Unified School District

4665 Bernal Ave.

Pleasanton, CA 94566-7498

(925) 462-5500

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

#### District Governing Board

Jamie Hintzke, President

Mark Miller, Vice President

Valerie Arkin, Member

Joan Laursen, Member

Chris Grant, Member

#### District Administration

Jim Hansen, Interim Superintendent  
Superintendent

Luz T. Cazares

Deputy Superintendent,  
Business Services

Odie J. Douglas, Ed.D  
Assistant Superintendent,  
Educational Services

Dianne Howell  
Assistant Superintendent,  
Human Resources

### Principal's Message

As principal, I have the privilege of introducing you to Alisal Elementary School. At Alisal, we pride ourselves in holding high expectations and standards for all students. Alisal was the first elementary school to open its doors in Pleasanton in October of 1956. Since then, we have established and maintained a strong tradition of excellence. The Alisal staff is highly trained and skilled in their profession, servicing approximately 630 students in transitional kindergarten through fifth grade. Alisal is located in the heart of Pleasanton, just down the road from historical Main Street. At Alisal school we provide a challenging educational program for all students in a positive and supportive environment. Our strong standards-based curriculum, coupled with innovative and research-based instructional strategies, allow us to provide students with the knowledge and skills they need to be successful in the future. Staff members collaborate within and across grade levels to provide a differentiated educational program that meets the needs of all students. Character education is also an integral part of our program. We work hard to tie our Community of Character traits of responsibility, compassion, self-discipline, honesty, respect, and integrity to our curriculum and to school-wide activities. In addition, we have an amazing partnership with a local high school to which allows us to provide some of our students with one-on-one mentors. We encourage students to get involved with the community through service-learning opportunities provided through our leadership club. Finally, parent and community involvement play an integral role in the success of Alisal. Our Parent Teacher Association (PTA) and School Site Council (SSC) work together to support and enrich our school programs. Strong community partnerships are also vital to Alisal as they offer students a link to real life experiences. At Alisal, we are proud that our families, children, staff, and community members work together to create a learning environment that gives all children an opportunity to succeed and develop a love of learning.

### Mission Statement

Alisal School maintains the belief that all students can learn and succeed. We are committed to ensuring the individual development of the whole child by providing a quality, innovative, well articulated, student-centered program that will allow each child to reach their full potential. Children at Alisal will be life long learners and contributors to our diverse society as caring responsible citizens.

### CORE PURPOSE:

To prepare all students to be literate, ethical, innovative, productive members of society.

### CORE VALUES:

Intellectual development and the ability to function independently by building literacy, critical thinking, problem-solving, and decision-making skills Building tolerance for differences through communication and cooperation. Continuous life-long learning and personal growth for staff and students.

### School Profile

Alisal Elementary School is located in the eastern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2013-14 school year, 626 students were enrolled, including 14.1% in special education, 12.5% qualifying for English Language Learner support, and 8.3% 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 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 at (925) 426-4200 or the district office.

**2014-15 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	105
Grade 1	103
Grade 2	75
Grade 3	90
Grade 4	118
Grade 5	130
<b>Total Enrollment</b>	<b>621</b>

**2014-15 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	24.6
Filipino	2.7
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.2
White	50.1
Two or More Races	8.4
Socioeconomically Disadvantaged	8.9
English Learners	13.2
Students with Disabilities	12.2
Foster Youth	0.3

## 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**

Alisal Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	30	30	27
<b>Without Full Credential</b>	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Pleasanton Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	653
<b>Without Full Credential</b>	♦	♦	9
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

**Teacher Misassignments and Vacant Teacher Positions at this School**

Alisal Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

\* "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

2014-15 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
<b>This School</b>	96.3	3.7
Districtwide		
<b>All Schools</b>	99.1	0.9
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	99.1	0.9

\* 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 2015-16)

All textbooks used in the core curriculum at Alisal 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, November 18, 2014, 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 2014-2015.08 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 2014-15 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 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin, California Reading 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Eureka Math, 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman, Addison Wesley History-Social Science, Scott Foresman, California Mathematic 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alisal Elementary School's original facilities were built in 1956; 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. Projects completed in the last 12 months:

- Major landscape work including removal of major Ivy growth.

Every morning before school begins, the administrator and custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Alisal Elementary School. The day custodian is responsible for:

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

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

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

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

### Deferred Maintenance

Alisal 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. During the 2014-15 school year, Alisal Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects Alisal Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alisal 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 22, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, 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 22, 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			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	70	80	44
Math	70	72	33

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	89	88	84	87	88	86	59	60	56

\* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.30	32.30	41.40

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	84
Male	82
Female	86
Asian	85
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	86
Two or More Races	81
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	92	95.8	8	22	23	48
	4	117	111	94.9	14	22	20	44
	5	134	129	96.3	14	12	33	41
Male	3		43	44.8	9	28	26	37
	4		59	50.4	17	20	19	44
	5		60	44.8	18	10	30	42
Female	3		49	51.0	6	16	20	57
	4		52	44.4	12	23	21	44
	5		69	51.5	10	14	35	41
Black or African American	3		2	2.1	--	--	--	--
	4		4	3.4	--	--	--	--
American Indian or Alaska Native	4		2	1.7	--	--	--	--
Asian	3		24	25.0	8	17	4	71
	4		31	26.5	0	10	23	68
	5		36	26.9	17	8	28	47
Filipino	3		2	2.1	--	--	--	--
	4		3	2.6	--	--	--	--
	5		6	4.5	--	--	--	--
Hispanic or Latino	3		8	8.3	--	--	--	--
	4		14	12.0	36	43	14	7
	5		6	4.5	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	0.7	--	--	--	--
White	3		52	54.2	4	23	29	44
	4		47	40.2	13	23	21	43
	5		64	47.8	13	14	36	38

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		4	4.2	--	--	--	--
	4		10	8.5	--	--	--	--
	5		16	11.9	6	13	31	50
Socioeconomically Disadvantaged	3		11	11.5	27	36	36	0
	4		8	6.8	--	--	--	--
	5		13	9.7	46	15	8	31
English Learners	3		13	13.5	31	38	23	8
	4		4	3.4	--	--	--	--
	5		10	7.5	--	--	--	--
Students with Disabilities	3		7	7.3	--	--	--	--
	4		14	12.0	50	21	21	7
	5		13	9.7	92	0	8	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	95	99.0	8	20	35	37
	4	117	113	96.6	12	21	36	31
	5	134	129	96.3	15	15	22	48
Male	3		43	44.8	7	23	33	37
	4		61	52.1	15	15	39	31
	5		60	44.8	12	15	20	53
Female	3		52	54.2	10	17	37	37
	4		52	44.4	8	29	33	31
	5		69	51.5	17	14	25	43
Black or African American	3		2	2.1	--	--	--	--
	4		4	3.4	--	--	--	--
American Indian or Alaska Native	4		2	1.7	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		26	27.1	8	15	31	46
	4		32	27.4	6	0	25	69
	5		36	26.9	11	22	14	53
Filipino	3		2	2.1	--	--	--	--
	4		3	2.6	--	--	--	--
	5		6	4.5	--	--	--	--
Hispanic or Latino	3		8	8.3	--	--	--	--
	4		14	12.0	36	29	36	0
	5		6	4.5	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	0.7	--	--	--	--
White	3		53	55.2	8	21	30	42
	4		48	41.0	6	31	48	15
	5		64	47.8	14	13	33	41
Two or More Races	3		4	4.2	--	--	--	--
	4		10	8.5	--	--	--	--
	5		16	11.9	13	13	6	69
Socioeconomically Disadvantaged	3		11	11.5	18	45	36	0
	4		9	7.7	--	--	--	--
	5		13	9.7	62	0	8	31
English Learners	3		16	16.7	19	38	38	6
	4		6	5.1	--	--	--	--
	5		10	7.5	--	--	--	--
Students with Disabilities	3		7	7.3	--	--	--	--
	4		14	12.0	36	64	0	0
	5		13	9.7	85	15	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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 website, teacher newsletters, eConnection, the PTAs website, Principal's Coffee, and "Around Alisa" newsletter. Contact Linzsay Franco at (925) 426-4201 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- PTSA Sponsored Activities

#### Committees

- English Learner Advisory Council
- Parent Teacher Student Association
- School Safety Committee
- School Site Council
- Garden Committee

#### School Activities

- Family Carnival
- Pizza with the Principal
- Read Across America
- Read and Feed
- Earth Week
- Art Show
- Book Fair
- Red Ribbon Week
- Family Bingo Nights
- Family Science Nights
- Intervention Convention

### 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 Alisa 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 by school staff and updated in Spring 2014. Staff responsibilities and safety plan updates were discussed with staff in Fall 2014.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.48	1.16	0.72
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.09	2.16	1.74
Expulsions Rate	0.03	0.07	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	29	26				3	4	4			
1	30	25	24				2	3	4			
2	30	27	24				3	3	3			
3	28	23	20		1	2	4	4	3			
4	30	26	27		1	1	3	4	2			1
5	26	27	29	1	1	1	4	2	1		1	3
Other	12			2								

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)	.75
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1.0
Other	0.58
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.

## Professional Development provided for Teachers

All training and curriculum development activities at Alisal Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Alisal Elementary School held staff development devoted to:

- Data Analysis
- Instructional Strategies
- Writing
- Common Core State Standards
- Technology

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. Alisal 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 2014-15 school year, Alisal Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Growing Readers in the 21st Century
- Supporting Students Through the SIP Process
- Lucy Calkins - Informational Writing
- Common Core State Standards
- SMART Boards
- Bridging the Achievement Gap Using SMART Technologies and Treasures/Tesoros
- Setting Measurable Goals for Struggling Readers
- Implementing 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

Alisal 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,202	\$43,062
Mid-Range Teacher Salary	\$81,560	\$67,927
Highest Teacher Salary	\$99,990	\$87,811
Average Principal Salary (ES)	\$126,795	\$110,136
Average Principal Salary (MS)	\$136,504	\$115,946
Average Principal Salary (HS)	\$140,916	\$124,865
Superintendent Salary	\$223,844	\$211,869
Percent of District Budget		
Teacher Salaries	49%	39%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5536	\$292	\$5244	\$91980
District	♦	♦	\$5126	\$85,593
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			2.3	7.5
Percent Difference: School Site/ State			-1.9	28.6

\* Cells with ♦ do not require data.

## **Types of Services Funded**

FY14-15

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Common Core State Standards
- 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, the county, and the state. 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.