



# Thomas S. Hart Middle School

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hartmiddleschool.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Pleasanton Unified School District

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#### District Governing Board

Mark Miller, President  
Valerie Arkin, Vice President  
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#### District Administration

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Micaela Ochoa, Ed.D.  
**Deputy Superintendent,  
Business Services**  
  
Odie J. Douglas, Ed.D.  
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Educational Services**  
  
Julio Hernandez  
**Assistant Superintendent,  
Human Resources**  
  
Edward Diolazo  
**Assistant Superintendent,  
Student Support Services**

### Principal's Message

Thomas S. Hart Middle School opened its doors to students in August of 2000. Hart Middle School was named after Thomas S. Hart, a well-loved teacher, principal and Superintendent of the Pleasanton Unified School District. In following the ideals and standards of our namesake, Thomas S. Hart, the staff is committed to creating an environment for our students that fosters integrity, responsibility and respect for others. In partnership with the parents of Thomas Hart students, we will strive to prepare our students for continued academic success, to become respectful and accepting of our increasingly diverse society. The staff consists of 1 principal, 2 vice principals, 65 teachers, 7 instructional aids, 3 counselors, and 13 support staff, Students receive core instruction in English, History, Math, Science and Physical Education. Additionally, students have elective choices in Music, Choir, Foreign Language, Art, Culinary Skills, Drama, and STEM programs. We offer RS and SDC classrooms supporting Mild to Moderate SPED students. Our special education students receive targeted support in collaborative teaching settings, lab classes, and general education settings with the support of an aide. All classrooms are equipped with document cameras and LCD projectors.

The goal of the faculty and staff at Thomas Hart Middle School is to form a partnership with parents/guardians and students that will create an educational atmosphere that promotes academic and social preparedness for the 21st century. The comprehensive Common Core curriculum is designed to foster academic achievement, encourage responsibility, teach organization and develop self-esteem. We recognize that middle school is a transitional educational and emotional period for students and parents alike. We are committed to facilitating and supporting this transition.

In 2015, Hart Middle School was recognized as a California Gold Ribbon School. The Gold Ribbon awards recognize California schools that have made gains in implementing the academic content and performance standards adopted by the State Board of Education. A significant part of this recognition focused on the Project Lead the Way program, providing college and career readiness skills for students in the areas of technology and engineering.

### Mission Statement

In following the inspirational ideals and high standards of our namesake, Thomas S. Hart, the staff is committed to creating an environment for our students that fosters integrity, responsibility and respect for others. In partnership with the parents of Thomas S. Hart students, we strive to prepare our students for continued academic success, to become respectful and accepting of our increasingly diverse society.

### School Profile

Thomas S. Hart Middle School is located in the northern region of Pleasanton and serves students in grades six through eight following a traditional calendar. At the end of the 2017-18 school year, 1,250 students were enrolled. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	403
Grade 7	430
Grade 8	414
<b>Total Enrollment</b>	<b>1,247</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.1
Asian	46.0
Filipino	2.9
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0.2
White	33.8
Socioeconomically Disadvantaged	8.3
English Learners	5.3
Students with Disabilities	7.5
Foster Youth	0.1

## 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			
Thomas S. Hart Middle School	16-17	17-18	18-19
With Full Credential	48	60	50
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	1
Pleasanton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	600
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas S. Hart Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2018-19)

### Instructional Materials

All textbooks used in the core curriculum at Thomas S. Hart Middle 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, September 25, 2018, 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 2018-2019.004 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 2018-19 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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 McGraw Hill - Study Sync, National Geographic/Cengage - Inside, Houghton Mifflin- English 3D <b>The textbooks listed are from most recent adoption:</b> Yes
Mathematics	2015 California GoMath!, 2015 HMH Algebra 1, 2015 HMH Geometry <b>The textbooks listed are from most recent adoption:</b> Yes
Science	2007 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science <b>The textbooks listed are from most recent adoption:</b> Yes
History-Social Science	2007 Glencoe/McGraw-Hill, Glencoe Discovering our Past 2007 McDougal Littell, Creating America 2007 Teachers' Curriculum Institute, History Alive! California Middle Schools Program <b>The textbooks listed are from most recent adoption:</b> Yes
Foreign Language	2005 Pearson Prentice Hall, Realidades Student Edition - Levels A & B 2005 Discovering French, McDougal Littell <b>The textbooks listed are from most recent adoption:</b> Yes
Visual and Performing Arts	Understanding Art, Glencoe/McGraw Hill, Accent on Achievement, Books 1 and 2, Standard of Excellence, Books 1 and 2, Essential Musicianship: A Comprehensive Choral Method, Accent on Achievement, Books 2 and 3, Standard of Excellence, Books 2 and 3, The Music Connection, Standard of Excellence Jazz Method, Essential String Technique, Essential Elements 2000, Books 1 and 2, Essential Technique 2000, Book III, Introducing Art, Exploring Art, Sound Innovations Bk 3, Hal Leonard Voices in Concert, Level 1A, Treble Choral Student Course, Hal Leonard Voices in Concert, Level 1A, Treble Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 1B, Treble Choral Student Course, Hal Leonard Voices in Concert, Level 1B, Treble Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 2, Treble Choral Student Course, Hal Leonard Voices in Concert, Level 2, Treble Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 2, Mixed Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 2, Mixed Choral Student Course <b>The textbooks listed are from most recent adoption:</b> Yes
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

## 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. Thomas S. Hart Middle School's original communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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. Two day custodians and two evening custodians are assigned to Thomas S. Hart Middle School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Grounds-keeping
- Restroom cleaning
- Set-up/Tear down

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

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

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

### Deferred Maintenance

Thomas S. Hart Middle 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 Thomas S. Hart Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Thomas S. Hart Middle 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 8, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-2018, 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: 12/8/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Portable Classrooms:
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Admin Building MPR:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	79.0	84.0	80.0	81.0	48.0	50.0
Math	74.0	77.0	76.0	77.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.9	24.2	60.3

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1263	1234	97.70	84.12
<b>Male</b>	653	630	96.48	80.00
<b>Female</b>	610	604	99.02	88.41
<b>Black or African American</b>	23	23	100.00	52.17
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	592	587	99.16	91.48
<b>Filipino</b>	30	30	100.00	83.33
<b>Hispanic or Latino</b>	98	93	94.90	72.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	416	400	96.15	80.00
<b>Two or More Races</b>	100	97	97.00	77.32
<b>Socioeconomically Disadvantaged</b>	112	108	96.43	63.89
<b>English Learners</b>	122	118	96.72	66.95
<b>Students with Disabilities</b>	97	87	89.69	26.44
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1,263	1,240	98.18	76.69
<b>Male</b>	653	635	97.24	78.11
<b>Female</b>	610	605	99.18	75.21
<b>Black or African American</b>	23	23	100	47.83
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	592	590	99.66	88.64
<b>Filipino</b>	30	30	100	76.67
<b>Hispanic or Latino</b>	98	94	95.92	50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	416	402	96.63	68.66
<b>Two or More Races</b>	100	97	97	71.13
<b>Socioeconomically Disadvantaged</b>	112	109	97.32	51.38
<b>English Learners</b>	122	121	99.18	67.77
<b>Students with Disabilities</b>	97	87	89.69	19.54
<b>Foster Youth</b>	--	--	--	--

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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

##### **Parent Involvement**

Hart Middle School has a shared decision-making process that includes staff, parents and students. School wide information is distributed through the PTSA, School Site Council, Back to School Night, Parent-Student Handbook, phone calls, Hart website, email, teacher websites, Q Connection, Daily Bulletin, District Website, Principal's Coffee, and The Weekly Woof, the school's newsletter. Parents are invited to become active members of HMS by participating in School Site Council, PTSA, English Learner Advisory Council, and many other volunteer opportunities such as Willow Road Music Boosters. The PTSA offers several opportunities for involvement throughout its sponsored events as the Staff vs. Student Basketball Game, Fundraisers, Volunteers for Teachers and the PTSA monthly meetings. Active parent participation and positive support of the programs and teachers at Hart Middle School create a more successful experience for all students. For additional information about organized opportunities for parent involvement at Hart Middle School, please contact the school at 925-426-3102.

#### **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**

##### **School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Thomas S. Hart Middle 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 and the School Site Council in Fall 2018.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	2.4	4.2	5.1
Expulsions Rate	0.0	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	2.5	2.7
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

#### Academic Counselors and Other Support Staff at this School

##### Number of Full-Time Equivalent (FTE)

Academic Counselor	2.6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	3
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	475

\* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	25.0	27.0	9	8	6	16	22	21	6	4	5
Mathematics	15.0	12.0	26.0	5	7	7			18			8
Science	31.0	33.0	31.0	1			16	11	14	8	14	13
Social Science	29.0	30.0	31.0	2	3		15	12	17	9	12	10

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

Professional development is provided for all staff. This year, many staff participated in district lead professional development that focused on Professional Learning Communities, Universal Design for Learning, Response to Intervention and Positive Behavior Intervention and Support. Additional professional development was provided that focused on increasing the use of technology to create a more blended learning environment, student engagement, collaboration, and academic discourse. This professional development was offered in order to support our new ELA curriculum adoption and continue professional development on our Math curriculum.



Teachers collaborate four times monthly during time set aside for professional development at Wednesday collaborations as well as two staff development days full day trainings. Additionally, teachers have requested and have been provided with release time to plan as a department and have received PD from instructional coaches, especially in the area of Math and ELA. Instructional coaches are available for use by teachers upon their request. Two job embedded trainings that focused on blended learning were offered this year to provide additional support to teachers. The topics of collaboration vary but focused on RTI, HyperDocs, SRO presentations, blended learning, discipline, safety and PBIS.

We are in the second year of our newly adopted English Language Arts Curriculum and our third year of newly-adopted Mathematics materials and Math pathways that are CCSS aligned. Professional development opportunities are provided to allow teachers in all curricular areas, as well as site counselors and classified instructional support staff, to continue growing their capacity with these new standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,505	\$49,512
Mid-Range Teacher Salary	\$86,352	\$77,880
Highest Teacher Salary	\$105,865	\$96,387
Average Principal Salary (ES)	\$129,684	\$123,139
Average Principal Salary (MS)	\$139,826	\$129,919
Average Principal Salary (HS)	\$147,398	\$140,111
Superintendent Salary	\$267,950	\$238,324
Percent of District Budget		
Teacher Salaries	46.0	36.0
Administrative Salaries	6.0	5.0

\* 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/).

### Types of Services Funded

FY17-18

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- 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
- Title III
- Title IV br/> Vocational Programs

### DataQuest

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,851	\$236	\$5,615	\$112,512
District	◆	◆	\$5,851	\$89,558
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-4.1	22.0
Percent Difference: School Site/ State			-15.7	36.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.