



# Harvest Park Middle School

4900 Valley Avenue • Pleasanton, CA 94566 • PH: (925) 426-4444 FAX: (925) 426-9613 • Grades 6-8  
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## 2017-18 School Accountability Report Card Published During the 2018-19 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**

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

#### **District Administration**

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

### **School Description**

Harvest Park Middle School is located in Pleasanton Unified School District and is one of three middle 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 and devotes available resources to benefit all students.

### **Principal's Message**

Harvest Park received the distinction of a California Gold Ribbon School in 2017 for our implementation of technology in the classroom. Our high performance can be attributed to staff development in standards alignment, Professional Learning Communities (PLCs), blended learning, character education, our highly qualified staff, very supportive parents and hardworking students. The staff and community at Harvest Park Middle School strive to maximize dynamic opportunities while continuing to have the highest expectations for achievement and personal growth for its students.

### **Mission Statement**

All Kids Come First at Harvest Park Middle School where teachers, students, staff and community collaborate to educate the whole child.

### **Vision Statement**

Harvest Park Middle School will continue to build on its tradition of providing a smooth transition from elementary to high school. Our supportive school community will guide students to become lifelong, self-motivated learners and leaders who are productive, responsible members of society. The unique needs of our students will be addressed by a wide variety of innovative programs and teaching styles. As a learning community we are committed to developing the whole child by providing a safe environment focusing on academics, arts, attitude, athletics, and activities. The highest expectations for academic success, technological expertise, and moral and civic responsibility will be required of our students as our standards-based curricula prepare them to compete and thrive in a diverse and changing global society.

## 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	359
Grade 7	397
Grade 8	433
<b>Total Enrollment</b>	<b>1,189</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	44.4
Filipino	1.5
Hispanic or Latino	6.1
Native Hawaiian or Pacific Islander	0.1
White	41.9
Socioeconomically Disadvantaged	7.0
English Learners	5.6
Students with Disabilities	7.4
Foster Youth	0.0

## 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			
Harvest Park Middle School	16-17	17-18	18-19
With Full Credential	47	52	33
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	0	0	0
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			
Harvest Park Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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 Harvest Park 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 California GoMath!, 2015 HMH Algebra 1, 2015 HMH Geometry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2007 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2005 Pearson Prentice Hall, Realidades Student Edition - Levels A & B 2005 Discovering French, McDougal Littell The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: 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. Harvest Park Middle School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Replaced concrete walk at preschool.

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 three evening custodians are assigned to Harvest Park Middle School. The day custodian is responsible for:

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

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

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

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

### Deferred Maintenance

Harvest Park 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 Harvest Park Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Harvest Park 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 11, 2018. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, 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: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	E Buidling Admin & Classrooms: Gymnasium:
<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	Poor	A Building Classrooms: B Building Classrooms: C Building MP & Music Room: D Building Classrooms: E Buidling Admin & Classrooms: Gymnasium: Library:
<b>External:</b>	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12/11/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Playground/School Grounds, Windows/ Doors/Gates/Fences		
<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
<b>ELA</b>	83.0	82.0	80.0	81.0	48.0	50.0
<b>Math</b>	82.0	81.0	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
<b>Science</b>	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
<b>7</b>	12.0	28.5	52.2

\* 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>	1182	1164	98.48	82.39
<b>Male</b>	618	604	97.73	78.48
<b>Female</b>	564	560	99.29	86.61
<b>Black or African American</b>	11	11	100.00	63.64
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	525	518	98.67	91.12
<b>Filipino</b>	16	16	100.00	75.00
<b>Hispanic or Latino</b>	71	67	94.37	58.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	495	488	98.59	77.87
<b>Two or More Races</b>	62	62	100.00	77.42
<b>Socioeconomically Disadvantaged</b>	90	86	95.56	50.00
<b>English Learners</b>	112	102	91.07	61.76
<b>Students with Disabilities</b>	77	74	96.10	22.97

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,185	1,175	99.16	81.11
Male	619	612	98.87	81.37
Female	566	563	99.47	80.82
Black or African American	11	11	100	54.55
American Indian or Alaska Native	--	--	--	--
Asian	527	525	99.62	93.33
Filipino	16	16	100	81.25
Hispanic or Latino	71	70	98.59	45.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	496	489	98.59	75.46
Two or More Races	62	62	100	67.74
Socioeconomically Disadvantaged	90	89	98.89	51.69
English Learners	113	113	100	71.68
Students with Disabilities	80	74	92.5	21.62

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

Parents are encouraged to get involved in their child's learning environment either by volunteering, participating in a decision-making group, or simply attending school events. In addition, there are several parent education opportunities to help give parents the tools they need to support their middle schooler(s). Parents stay informed on upcoming events and school activities through flyers, school newsletters, the school marquee, the school website, and teacher websites.

##### Opportunities to Volunteer:

Chaperone field trips and events  
 Fundraising Activities  
 AVID Tutors  
 Garden

##### Committees:

Parent Teacher Student Association  
 School Site Council  
 English Learner Advisory Committee  
 Positive Behavior Intervention and Supports (PBIS)  
 Harvest Park Music Boosters  
 Safety Committee

##### Parent Education Opportunities:

Coffee with the Principal  
 New to HPMS Parent Presentation  
 Study Skills Parent Night

Parenting Ed opportunities via adult ed  
Axis Health parent presentations

**School Activities:**

Back to School Night  
Open House  
Sports Events  
Cheerleading Events  
Music Productions  
Fine Art Productions

**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 Harvest Park 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 will be reviewed, updated, and discussed with school staff in Fall 2017.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	1.9	2.5
Expulsions Rate	0.0	0.0	0.0
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	2.8
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	4
Other	0.50
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 (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	23.0	24.0	25.0	10	9	8	22	22	21	3	3	5
Mathematics	10.0	13.0	27.0	2	3	4			19			7
Science	31.0	31.0	29.0	1	2	2	10	14	19	14	10	7
Social Science	28.0	29.0	28.0	2	2	4	21	19	18	5	6	7

\* 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**

All training and curriculum development activities at Harvest Park Middle School directly correlate with our school goals and district initiatives. Our focus areas for professional development are:

- Common Core State Standards
- Blended Learning and Technology
- Professional Learning Communities (PLCs)
- AVID
- Response to Intervention (RTI)
- Inclusion and Co-Teaching
- Positive Behavior Interventions and Supports (PBIS)
- Equity

Teachers attend a variety of workshops, conferences, and in-service opportunities that focus on the above areas. Some of the conferences include:

- PLC at Work
- AVID Summer Institute
- AVID Path Trainings
- Google Summit
- California Mathematics Council North
- RTI conferences and workshops by Solution Tree
- Social Thinking- Michele Garcia Winner
- California Science Education Conference

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. Teachers may request to attend a conference or training that supports our goals and initiatives. 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.

Harvest Park Middle School offers support to new and veteran teachers through peer coaching and mentoring. Classified support staff receive job-related training from department supervisors and district representatives.

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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,989	\$217	\$5,772	\$107,510
District	◆	◆	\$5,851	\$89,558
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-1.4	17.5
Percent Difference: School Site/ State			-13.0	32.0

\* 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.

## **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.