



Pleasanton Middle School

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

Pleasanton Unified School District

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Principal's Message

Pleasanton Middle School is a high achieving comprehensive middle school that houses several special programs such as Spanish Dual Immersion, a Counseling Enriched classroom, and several Special Education classes. As a staff, we are committed to helping all of our students experience academic success, and are working hard to identify and serve each individual student who is not making adequate yearly progress. To that end, we continue to offer intensive intervention classes in mathematics and language arts and academic support during the school day, and strategic interventions after school through the Study Hour Tutoring. All of these intervention efforts have required monetary and personnel support from the district and parent groups. Title I, LCAP, and categorical funding, from the district, was utilized to provide staffing for intervention classes and additional instructional materials, new software, and resources to assist our underserved students. Teachers and administrators alike are participating in numerous trainings and professional development in order to better support student achievement. We anticipate that our efforts will continue to result in great educational success for all of our students, and we continue to see improvements in student growth.

Mission Statement

The goal of the faculty and staff at Pleasanton Middle School is to prepare students to meet the challenges and demands of the twenty-first century. Our educational program is designed to meet the academic, social, emotional, and physical needs of the young adolescent. The comprehensive core curriculum is thoughtfully formulated to emphasize academic achievement, encourage student responsibility, and enhance self-esteem. We are committed to providing positive support and guidance for students during this transitional period.

School Profile

Pleasanton Middle School is located in the central region of Pleasanton and serves students in grades six through eight following a traditional calendar. The current 2018 - 2019 student enrollment is 1217, including 115 students in special education; 91 students qualifying for English Language Learner support; and 154 students 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 <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	387
Grade 7	437
Grade 8	414
Total Enrollment	1,238

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	32.4
Filipino	1.2
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.2
White	44.5
Socioeconomically Disadvantaged	12.4
English Learners	7.4
Students with Disabilities	9.3
Foster Youth	0.2

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			
Pleasanton Middle School	16-17	17-18	18-19
With Full Credential	0	51	43
Without Full Credential	0	2	0
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			
Pleasanton 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 Pleasanton 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. Pleasanton Middle School's original facilities were built in 1990; 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:

- Installed new HVAC unit on room 507

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 three evening custodians are assigned to Pleasanton Middle School. The day custodians are 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

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

Deferred Maintenance

Pleasanton 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 Pleasanton Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Pleasanton 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, 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: 12/11/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Grounds & Sports Fields:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400 Annex (2 classrooms): 400 Building Classrooms: Trouble with Heat in 404. Sink faucet loose in 400 portables. Grounds & Sports Fields:
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	400 Annex (2 classrooms): 600 Building Classroom:
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	1200 Building City Locker Room& Lobby: 900 Building MP, Kitchen & Music Room: Lights in kitchen office need to be fixed. Grounds & Sports Fields:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/11/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	80.0	80.0	80.0	81.0	48.0	50.0
Math	74.0	74.0	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	14.1	31.1	43.4

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1239	1218	98.31	79.70
Male	629	617	98.09	73.54
Female	610	601	98.52	86.02
Black or African American	22	21	95.45	57.14
American Indian or Alaska Native	--	--	--	--
Asian	407	404	99.26	91.58
Filipino	11	11	100.00	90.91
Hispanic or Latino	169	167	98.82	58.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	545	531	97.43	77.55
Two or More Races	81	80	98.77	82.50
Socioeconomically Disadvantaged	157	154	98.09	50.00
English Learners	142	140	98.59	50.71
Students with Disabilities	102	101	99.02	28.00
Foster Youth	--	--	--	--

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	1,240	1,217	98.15	74.36
Male	629	615	97.77	72.03
Female	611	602	98.53	76.74
Black or African American	22	21	95.45	38.1
American Indian or Alaska Native	--	--	--	--
Asian	408	403	98.77	95.04
Filipino	11	11	100	72.73
Hispanic or Latino	169	167	98.82	49.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	545	531	97.43	68.36
Two or More Races	81	80	98.77	73.75
Socioeconomically Disadvantaged	157	152	96.82	35.53
English Learners	142	140	98.59	54.29
Students with Disabilities	102	99	97.06	18.18
Foster Youth	--	--	--	--

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering at school activities, participating in decision-making groups, or attending school events.

Parents stay informed on upcoming events and school activities through, the school website, PTSA weekly newsletter, family liaisons, teacher websites, and eConnection. Contact Leti Baswell at (925) 426-4390 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone
- Classroom Helper
- Library Helper
- Office Helper
- Clubs

Committees:

- English Learner Advisory Council (ELAC)
- District English Learner Advisory Council (DLAC)
- School Site Council (SSC)
- Parent Teacher Student Association (PTSA)
- Positive Behavior Intervention Support (PBIS)

School Activities:

Back-to-School Night
 Open House
 Sports Events
 Music Performances
 Drama Performances
 Dances
 Diversity Week Activities
 Pantherfest
 Parent/Guardian Evening Symposiums
 Unity Day Activities

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 Pleasanton 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 in August, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.1	3.2	4.7
Expulsions Rate	0.1	0.2	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)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	400

* 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	27.0	26.0	27.0	8	8	6	15	21	15	10	4	10
Mathematics	9.0	18.0	25.0	3	2	9			22			2
Science	29.0	29.0	28.0	2	2	5	18	20	13	10	7	12
Social Science	32.0	31.0	31.0				12	19	15	15	8	12

* 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

Staff Development

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement. Pleasanton Middle School supports ongoing professional growth throughout the year including a 46-minute collaboration session for staff each Wednesday morning. Teachers meet in collaborative Professional Learning Communities (PLC's) to improve learning for all students based on the four questions:

1. What knowledge, skills, and dispositions should every student acquire?
2. How will we know when each student has acquired the essential knowledge and skills?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Staff is 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.

Pleasanton Middle 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.

During the 2016-2017 school year, Pleasanton Middle School's staff attended the following:

Site, District, and out of District professional development:

- Google Documents Training
- WICOR Strategies
- Blended Learning
- Illuminate Training
- Intensive Interventions
- AVID Strategies Training
- Systems Thinking
- Positive Behavior Interventions & Support
- Health & Safety
- Summer Institute for Teachers
- Co-Teaching Training
- Math Articulation
- ELA Adoption Trainings
- Blended Learning Academies
- Systems Thinking
- Technology/Blended Learning

During the 2017-2018 school year, Pleasanton Middle School's Staff attended the following:

Site, District, and out of District professional development:

- Mathematics Lesson Study
- Google Documents
- Positive Behavior Interventions and Support
- Avid Pathways & Summer Institute
- CADA Conference
- NGSS Conference
- National Council for Social Studies Conference
- Publisher Trainings for Textbook adoptions (Math, ELA, ELD)
- PUSD Summer Institute
- Illuminate Training

During the 2018-2019 school year, Pleasanton Middle School's Staff Professional Development:

Site, District, and out of District professional development:

- RTI Conferences (Sacramento and Long Beach)
- AVID Summer Institute
- Dual Immersion
- Special Education Paraprofessional Trainings
- Blended Learning
- Restorative Practices
- Business Services Trainings

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/.

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	\$5,635	\$211	\$5,424	\$95,766
District	◆	◆	\$5,851	\$89,558
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-7.6	6.0
Percent Difference: School Site/ State			-19.2	20.7

* 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.