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

Pleasanton Unified School District
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Principal's Message
Harvest Park received the distinction of a California Distinguished Middle School in 2013. We are proud that we continue to make progress towards narrowing the Achievement Gap. Our high performance can be attributed to staff development in standards alignment, Professional Learning Communities (PLCs), 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. We are proud of the quality programs that we are able to offer our students and welcome the comments of parents as we engage in the continual process to improve those programs. At Harvest Park, it is evident that, "Kids Come First."

Mission Statement
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 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 PH: (925) 426-4444   FAX: (925) 426-9613 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	363
Grade 7	400
Grade 8	406
Total Enrollment	1,169

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	36.5
Filipino	2.8
Hispanic or Latino	5.9
Native Hawaiian or Pacific Islander	0.2
White	50.3
Two or More Races	3.1
Socioeconomically Disadvantaged	3.8
English Learners	2.7
Students with Disabilities	9.2

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			
Harvest Park Middle School	**13-14**	**14-15**	**15-16**
With Full Credential	57	56	55
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	653
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Harvest Park Middle School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

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**
This School	100.0	0.0
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	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 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, 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	2004 Holt, Holt Literature & Language Arts **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 HallCalifornia 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 American, 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 StudentEdition - Levels A & B **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)
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 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**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	8.80	20.70	64.10

* 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	93
Male	93
Female	94
Black or African American	--
American Indian or Alaska Native	--
Asian	100
Filipino	--
Hispanic or Latino	81
White	94
Two or More Races	80
Socioeconomically Disadvantaged	57
English Learners	--
Students with Disabilities	75
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.

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	86	80	44
Math	76	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	93	92	93	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.

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	6	369	361	97.8	5	10	32	53
	7	403	396	98.3	4	10	41	44
	8	412	404	98.1	3	9	40	48
Male	6		184	49.9	7	16	33	44
	7		200	49.6	6	15	40	40
	8		200	48.5	4	12	43	41
Female	6		177	48.0	3	3	30	63
	7		196	48.6	2	6	43	48
	8		204	49.5	1	6	37	54
Black or African American	6		1	0.3	--	--	--	--
	7		2	0.5	--	--	--	--
	8		7	1.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	7		2	0.5	--	--	--	--
	8		2	0.5	--	--	--	--
Asian	6		145	39.3	3	6	22	69
	7		140	34.7	1	6	31	61
	8		139	33.7	1	3	32	63
Filipino	6		12	3.3	8	0	50	42
	7		13	3.2	8	23	38	31
	8		7	1.7	--	--	--	--
Hispanic or Latino	6		25	6.8	28	12	36	24
	7		16	4.0	13	19	56	13
	8		22	5.3	9	14	45	32
Native Hawaiian or Pacific Islander	7		2	0.5	--	--	--	--
White	6		169	45.8	4	12	39	45
	7		209	51.9	5	11	47	37
	8		211	51.2	3	11	44	42
Two or More Races	6		9	2.4	--	--	--	--
	7		12	3.0	8	17	33	42
	8		15	3.6	0	27	47	27
Socioeconomically Disadvantaged	6		14	3.8	43	21	21	14
	7		14	3.5	14	14	43	29
	8		17	4.1	6	18	35	35
English Learners	6		8	2.2	--	--	--	--
	7		2	0.5	--	--	--	--
	8		6	1.5	--	--	--	--
Students with Disabilities	6		28	7.6	32	43	14	11
	7		30	7.4	37	37	20	7
	8		32	7.8	28	34	34	3
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

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.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	369	366	99.2	7	18	24	51
	7	403	398	98.8	6	20	20	55
	8	412	404	98.1	9	12	19	60
Male	6		187	50.7	9	20	26	45
	7		202	50.1	7	19	16	57
	8		201	48.8	8	13	19	60
Female	6		179	48.5	4	16	22	58
	7		196	48.6	4	20	23	53
	8		203	49.3	11	10	20	60
Black or African American	6		1	0.3	--	--	--	--
	7		2	0.5	--	--	--	--
	8		7	1.7	--	--	--	--
American Indian or Alaska Native	7		2	0.5	--	--	--	--
	8		2	0.5	--	--	--	--
Asian	6		149	40.4	3	9	16	72
	7		140	34.7	1	8	15	76
	8		140	34.0	1	2	9	87
Filipino	6		12	3.3	8	33	17	42
	7		13	3.2	8	31	23	38
	8		7	1.7	--	--	--	--
Hispanic or Latino	6		25	6.8	24	24	28	24
	7		16	4.0	25	31	19	25
	8		22	5.3	23	32	23	23
Native Hawaiian or Pacific Islander	7		2	0.5	--	--	--	--
White	6		170	46.1	8	24	30	38
	7		211	52.4	7	25	22	46
	8		210	51.0	11	16	25	48
Two or More Races	6		9	2.4	--	--	--	--
	7		12	3.0	8	25	25	42
	8		15	3.6	13	20	27	40
Socioeconomically Disadvantaged	6		15	4.1	27	47	27	0
	7		15	3.7	13	33	33	20
	8		16	3.9	44	6	6	44
English Learners	6		13	3.5	54	15	31	0
	7		4	1.0	--	--	--	--
	8		7	1.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

		Number of Students		Percent of Students				
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6	28	7.6	50	32	4	14	
	7	31	7.7	42	35	6	16	
	8	32	7.8	53	19	19	9	
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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
Parent Involvement
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through flyers, school newsletters, the school marquee, the school website, teacher websites, eConnection, Coffee with the Principal,and weekly electronic newsletters. Contact the school office at (925) 426-4444 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Chaperone
• Classroom Helper
• Fundraising Activities
• AVID Tutors
• Student Store

Committees
• Parent Teacher Student Association
• School Site Council
• English Learner Advisory Committee
• Technology Committee
• Safety Committee
• Patriot Path Committee
• Music Support Committee
• Environmental Educational Committee
• VAPA Cultural Arts

School Activities
• Back to School Night
• Open House
• Sports Events
• Cheerleading Events
• Music Productions
• Registration Day
• Academic Awards Assemblies
• Principal's Coffee
• Open House BBQ
• School Spirit Days
• Character Assemblies
• Dances
• Cultural Arts

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
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 November 2015.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.67	2.09	1.75
Expulsions Rate	0.08	0.08	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**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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 (Secondary)											
Average Class Size			**Number of Classrooms***								
			1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	25	23	24	11	13	10	15	21	19	8	3	5
Math	28	28	13	5	3	1	14	22		10	4	
Science	29	28	31	4	4	2	11	15	11	13	10	13
SS	29	27	29	4	5	2	14	22	16	10	3	9

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
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.

Professional Development provided for Teachers

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

• Data Analysis
• Instructional Strategies with a focus on increasing verbal engagement
• Interventions
• Classroom Management
• Motivating Students
• Student Stress
• Professional Learning Communities (PLC)
• Vocabulary
• Technology and Blended Learning
• AVID (Advancement Via Individual Determination)
• Achievement Gap Service Learning and Beyond
• Character Education Training
• Common Core Assessment
• s Common Core State Standards

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. Harvest Park Middle 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, Harvest Park Middle School's teachers attended the following events hosted by the Pleasanton Unified School District:

• SMART Boards
• Bridging the Achievement Gap Using SMART Technologies and Treasures/Tesoros
• Implementing iCommunication in the Classroom
• Special Education Job Alike
• 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
• Universal Design for Learning (UDL) and the Common Core Standards
• IntegratED Conference - Improving Education with Technology
• World Language Collaboration
• Math Articulation from Middle to High School
• Standards of Mathematical Practice

Harvest Park 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.

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,369	$184	$5,185	$88,147
District	♦	♦	$5,126	$85,593
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			1.2	3.0
Percent Difference: School Site/ State			-3.0	23.2

* 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.