

Pleasanton Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Pleasanton Middle School
Street	5001 Case Avenue
City, State, Zip	Pleasanton, CA 94566
Phone Number	PH: (925) 426-4390 FAX: (925) 426-1382
Principal	Joe Nguyen
Email Address	jnguyen@pleasantonusd.net
School Website	https://pleasantonmiddle.pleasantonusd.net/
County-District-School (CDS) Code	01 75101 6108971

2022-23 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website Address	www.pleasantonusd.net

2022-23 School Overview

Principal's Message

Pleasanton Middle School is a high achieving comprehensive middle school that houses several special programs such as Spanish Dual Immersion, and several Special Education classes. Additionally, we offer a flex time (Pride Time) twice a week for 30 minutes each where students can receive intervention, reteaching, extensions, and other opportunities to work and learn in areas of need. 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, 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 Pleasanton Middle School stakeholders is to prepare our students for a life of continuing academic achievement, personal integrity, self-reliance, and responsible citizenship in order to meet the ever-changing challenges and demands of the twenty-first century.

Our comprehensive curriculum is designed to meet the academic, social, emotional, and physical needs of the young adolescent. The curriculum is formulated to emphasize academic achievement, encourage student responsibility, and enhance self-esteem. We are committed to providing positive support and guidance for students during these important transitional years.

Goals:

Improve student achievement as measured in common grade-level or district assessments and state achievement tests. Continue the process of refining and implementing the Character Education program which provides students with the skills and information they need to reflect the following core values: integrity, honesty, responsibility, respect for self and others, compassion, and self-discipline.

2022-23 School Overview

Maintain an instructional program that address the unique social, emotional, and academic needs of each individual student—from those identified as at-risk, to students in the middle, to students identified as gifted.

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 2022-2023 student enrollment is 1055, including 20 students in special education (excluding Resource); 58 students qualifying for English Language Learner support; and 80 students qualifying for free or reduced price lunch.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	346
Grade 7	347
Grade 8	349
Total Enrollment	1,042

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.5
American Indian or Alaska Native	0.0
Asian	41.4
Black or African American	2.1
Filipino	1.2
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.0
White	32.3
English Learners	6.9
Foster Youth	0.1
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	11.7
Students with Disabilities	8.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.00	83.93	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.20	14.43	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.60	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	50.00	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

All textbooks used in the core curriculum at Pleasanton Middle School are currently being aligned to the California 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 Thursday, September 22, 2022, 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 2022/23.09 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 2022/2023 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.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 McGraw Hill - Study Sync, National Geographic/Cengage - Inside, Houghton Mifflin- English 3D	Yes	0
Mathematics	2015 California HMH GoMath!, 2015 California HMH Algebra 1, 2015 California HMH Geometry	Yes	0
Science	2019: Amplify Education, Inc	Yes	0
History-Social Science	History Grade 6- Ancient World History, Discovery Education- 2018 History Grade 7- Nat Geo/Cengage, World History Medieval and Early Times- 2018	Yes	0

	History Grade 8- Nat Geo/Cengage. US History American Stories Beginning To World War 1- 2018		
Foreign Language	2022 Spanish- Senderos Level 1A and 1B, Vista Higher Learning 2022 French - Chemins Level 1 Vista Higher Learning	Yes	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	Yes	

School Facility Conditions and Planned Improvements

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:

- HVAC replacement project complete
- *. Network upgrade
- *. Interactive projection units installed in all instructional areas
- * Infrastructure for campus wide security cameras

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 or designee 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 9/6/2022. No emergency repairs were needed and no unsafe conditions were found.

During fiscal year 2022-2023, all restrooms were fully functional and available for student use.

Year and month of the most recent FIT report

11/5/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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 Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	72	N/A	78	N/A	47
Mathematics (grades 3-8 and 11)	N/A	64	N/A	73	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1050	1017	96.86	3.14	71.70
Female	495	478	96.57	3.43	80.92
Male	552	537	97.28	2.72	63.55
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	432	429	99.31	0.69	87.15
Black or African American	21	20	95.24	4.76	50.00
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	173	167	96.53	3.47	42.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	72	66	91.67	8.33	72.73
White	337	321	95.25	4.75	68.03
English Learners	65	62	95.38	4.62	8.06
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	130	121	93.08	6.92	32.23
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	82	90.11	9.89	18.75

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1050	1017	96.86	3.14	63.74
Female	495	480	96.97	3.03	66.81
Male	552	536	97.10	2.90	61.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	432	429	99.31	0.69	84.11
Black or African American	21	19	90.48	9.52	21.05
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	173	167	96.53	3.47	29.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	72	67	93.06	6.94	68.66
White	337	321	95.25	4.75	55.94
English Learners	65	62	95.38	4.62	11.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	130	120	92.31	7.69	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	83	91.21	8.79	21.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	61.83	NT	63.15	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	347	338	97.41	2.59	61.83
Female	166	161	96.99	3.01	61.49
Male	179	176	98.32	1.68	62.5
American Indian or Alaska Native	0	0	0	0	0
Asian	148	145	97.97	2.03	77.93
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	24.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	83.33
White	115	111	96.52	3.48	58.56
English Learners	18	18	100	0	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	3.12	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	38.46

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	57.3	91.6	95.9	90.4	94.8

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent Involvement

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 Parent Square. Contact Sinead McBain 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
- Garden Helpers
- Lunch time supervision Helper

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)
- Diversity Equity Inclusion (DEI)

School Activities:

- Open House
- Sports Events

2022-23 Opportunities for Parental Involvement

Music Performances
 Drama Performances
 Dances
 Diversity Week Activities
 Pantherfest
 Earth Day campus beautification
 Parent/Guardian Workshops
 Spring Community Event

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1066	1053	110	10.4
Female	501	494	46	9.3
Male	562	556	63	11.3
American Indian or Alaska Native	0	0	0	0.0
Asian	441	440	17	3.9
Black or African American	22	21	6	28.6
Filipino	13	13	4	30.8
Hispanic or Latino	177	174	29	16.7
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	62	62	8	12.9
White	344	336	45	13.4
English Learners	83	79	11	13.9
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	135	129	27	20.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	99	25	25.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.56	1.81	2.45
Expulsions	0.26	0.10	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.09	4.13	0.11	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.13	0.00
Female	2.79	0.00
Male	5.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.27	0.00
Black or African American	13.64	0.00
Filipino	15.38	0.00
Hispanic or Latino	8.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	3.49	0.00
English Learners	14.46	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.00	0.00

2022-23 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, 2021.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	5	12	11
Mathematics	30	5	12	11
Science	31		13	12
Social Science	30	1	16	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	9	14
Mathematics	29	5	9	13
Science	29	4	8	13
Social Science	28	5	7	14

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	18	5
Mathematics	27	7	13	8
Science	29	2	15	7
Social Science	24	6	15	8

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	521

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6145.05	223.72	5921.00	98400.00
District	N/A	N/A	6297.00	\$97,495
Percent Difference - School Site and District	N/A	N/A	-6.2	0.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-10.8	10.8

2021-22 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,923	\$54,370
Mid-Range Teacher Salary	\$92,764	\$82,681
Highest Teacher Salary	\$113,726	\$106,610
Average Principal Salary (Elementary)	\$147,840	\$135,283
Average Principal Salary (Middle)	\$156,278	\$141,244
Average Principal Salary (High)	\$164,742	\$152,955
Superintendent Salary	\$317,151	\$264,367
Percent of Budget for Teacher Salaries	41%	33%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 45-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 2020-2021 school year, Pleasanton Middle School's Staff Professional Development:

Site, District, and out of District professional development:

AVID Pathways & Summer Institute
Character Strong - SEL Curriculum
Restorative Justice Best Practices
Trauma Informed Practices
MAP Growth Reports - Using Assessments Instruction Support
Measures of Academic Progress (MAP) Professional Learning
Teaching social discourse during a time of civic unrest
Structures and Systems: Consistent District Wide Practices
Creating and Collaborating with a Team
Lesson/Unit Planning
Building Community
Assessment and Feedback
Effective Remote Instruction
Equity and Inclusive Strategies
Assessment Protocols and Data Analysis
Support for Students with Special Needs and English Learners
Trainings on Webtools: Seesaw, Padlet, Peardeck, Screencastify, EdPuzzle
Special Education Paraprofessional Trainings

During the 2021 - 2022 school year, Pleasanton Middle School's Staff Professional Development:

Site, District, and out of District professional development:

AVID Pathways & Summer Institute
Suicide Prevention Training
Equity Training with Joe Feldman and Nicole Anderson
Restorative Justice Best Practices
Trauma Informed Practices
MAP Growth Reports - Using Assessments Instruction Support
Measures of Academic Progress (MAP) Professional Learning
Teaching social discourse during a time of civic unrest
Not Light, But Fire book study
Structures and Systems: Consistent District Wide Practices

Professional Development

Creating and Collaborating with a Team
 Lesson/Unit Planning
 Building Community
 Assessment and Feedback
 Effective Remote Instruction
 Equity and Inclusive Strategies
 Assessment Protocols and Data Analysis
 Support for Students with Special Needs and English Learners
 Trainings on Webtools: Seesaw, Padlet, Peardeck, Screencastify, EdPuzzle
 Special Education Paraprofessional Trainings
 Professional Learning Communities

During the 2022 - 2023 school year, Pleasanton Middle School's Staff Professional Development:

Site, District, and out of District professional development:

Summer Institute
 Equity Training with Joe Feldman and Nicole Anderson
 Restorative Justice Best Practices
 Trauma Informed Practices
 MAP Growth Reports - Using Assessments Instruction Support
 Measures of Academic Progress (MAP) Professional Learning
 Structures and Systems: Consistent District Wide Practices
 Creating and Collaborating with a Team
 Lesson/Unit Planning
 Building Community
 Assessment and Feedback
 Equity and Inclusive Strategies
 Assessment Protocols and Data Analysis
 Support for Students with Special Needs and English Learners
 EL Achieve training
 Special Education Paraprofessional Trainings
 Professional Learning Communities

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2