

Pleasanton Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Marco A. Lopez
Email Address	mlopez@pleasantonusd.net
School Website	https://pleasantonmiddle.pleasantonusd.net/
Grade Span	6-8
County-District-School (CDS) Code	01 75101 6108971

2025-26 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	Maurice Ghysels
Email Address	mghysels@pleasantonusd.net
District Website	www.pleasantonusd.net

2025-26 School Description and Mission Statement

Principal's Message

Pleasanton Middle School is a high achieving comprehensive middle school that houses several special programs including Spanish Dual Immersion and several levels of 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

2025-26 School Description and Mission Statement

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.

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 2025-2026 student enrollment is 915, including 81 students receiving services in Special Education; 58 students qualifying for English Language Learner support; and 143 students qualifying for free or reduced price lunch.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	293
Grade 7	311
Grade 8	340
Total Enrollment	944

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.2
Asian	42.1
Black or African American	2.2
Filipino	1
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.5
White	27.8
English Learners	6.9
Homeless	1.1
Socioeconomically Disadvantaged	15.3
Students with Disabilities	8.3

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.

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)	46.4	88.18	551	90.32	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.3	0.72	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	1.9	11.7	1.92	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	3.5	4.7	0.78	11953.1	4.28
Unknown/Incomplete/NA	3.3	6.4	38.1	6.25	15831.9	5.67
Total Teaching Positions	52.6	100	610	100	279044.8	100

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.

2022-23 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)	40.8	84.76	525.5	88.66	231142.4	83.24
Intern Credential Holders Properly Assigned	1	2.08	6.1	1.03	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	4.13	6	1.03	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	5	17.6	2.98	11746.9	4.23
Unknown/Incomplete/NA	1.9	3.97	37.3	6.29	14303.8	5.15
Total Teaching Positions	48.1	100	592.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	38	83.35	551	89.07	230039.4	100
Intern Credential Holders Properly Assigned	1.8	4.01	8.5	1.38	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.8	1.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	5.18	14.6	2.36	12112.8	4.34
Unknown/Incomplete/NA	3.3	7.44	33.6	5.44	13705.8	4.91
Total Teaching Positions	45.5	100	618.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0.9	0
Misassignments	0.10	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.9	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.70	1.6	0.2
Local Assignment Options	0.10	0.7	2.1
Total Out-of-Field Teachers	1.80	2.4	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	3.2	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	1.1	1.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are currently 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 25th, 2025, 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 2025-2026.13, 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 2025-26 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

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 McGraw Hill - Study Sync, National Geographic/Cengage - Inside, Houghton Mifflin- English 3D	0
Mathematics	2015 California HMH GoMath!, 2015 California HMH Algebra 1, 2015 California HMH Geometry	0
Science	2019: Amplify Education, Inc	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 History Grade 8- Nat Geo/Cengage. US History American Stories Beginning To World War 1- 2018	0
Foreign Language	2022 Spanish- Senderos Level 1A and 1B, Vista Higher Learning 2022 French - Chemins Level 1 Vista Higher Learning	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	
-----------------------------------	---	--

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

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
--

School Facility Conditions and Planned Improvements

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

7/24/2025

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			
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			

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	71	68	77	78	47	48
Mathematics (grades 3-8 and 11)	63	64	73	74	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	947	916	96.73	3.27	68.20
Female	470	453	96.38	3.62	72.85
Male	477	463	97.06	2.94	63.64
American Indian or Alaska Native	--	--	--	--	--
Asian	398	395	99.25	0.75	85.57
Black or African American	21	19	90.48	9.52	26.32
Filipino	--	--	--	--	--
Hispanic or Latino	183	172	93.99	6.01	37.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	67	97.10	2.90	68.18
White	262	249	95.04	4.96	64.26
English Learners	55	45	81.82	18.18	4.44
Foster Youth	0	0	0	0	0
Homeless	14	10	71.43	28.57	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	151	93.79	6.21	32.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	72	94.74	5.26	19.72

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	947	922	97.36	2.64	63.88
Female	470	455	96.81	3.19	62.86
Male	477	467	97.90	2.10	64.88
American Indian or Alaska Native	--	--	--	--	--
Asian	398	396	99.50	0.50	84.09
Black or African American	21	18	85.71	14.29	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	183	179	97.81	2.19	26.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	67	97.10	2.90	70.15
White	262	248	94.66	5.34	59.27
English Learners	55	53	96.36	3.64	3.77
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	153	95.03	4.97	21.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	69	90.79	9.21	13.04

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.34	51.65	60.55	59.46	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	333	97.08	2.92	51.65
Female	175	168	96.00	4.00	51.79
Male	168	165	98.21	1.79	51.52
American Indian or Alaska Native	0	0	0	0	0
Asian	148	147	99.32	0.68	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	21.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	54.55
White	95	88	92.63	7.37	42.05
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	20.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	1.92%	7.05%	7.37%	6.73%	7.05%

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.

2025-26 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, and Instagram. Contact Pleasanton Middle School office at (925) 426-4390 for more information on how to become involved in your child's learning environment. Opportunities to Volunteer: Classroom volunteer Library volunteer Club sponsor Garden Helpers Evening event supervision 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: Back to School Night Open House Sports Events Music Performances Drama Performances Dances Diversity Week Activities Pantherfest Earth Day campus beautification Parent/Guardian Workshops Spring Community Event Entrepreneur Fair Rock and Roll Club competition Coffee with the Principal World Cafe

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	979	965	64	6.6
Female	485	479	30	6.3
Male	494	486	34	7.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	408	403	15	3.7
Black or African American	23	23	8	34.8
Filipino	--	--	--	--
Hispanic or Latino	195	188	14	7.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	62	3	4.8
White	268	267	23	8.6
English Learners	83	79	10	12.7
Foster Youth	--	--	--	--
Homeless	21	18	0	0.0
Socioeconomically Disadvantaged	185	180	18	10.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	87	17	19.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.76	3.15	2.66	1.65	1.43	1.14	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.09	0	0	0.02	0.01	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.66	0.00
Female	1.44	0.00
Male	3.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.21	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.61	0.00
White	0.75	0.00
English Learners	3.61	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	7.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. This plan is reviewed and updated annually to ensure the safety and well-being of all students and staff. The plan was last reviewed, updated, and approved by the School Site Council in October 2024. Following the board approval in November of 2024, it was discussed with school faculty during a staff meeting in the fall of 2024.

Key elements of the CSSP include emergency preparedness protocols, such as regular fire, earthquake, and lockdown drills, which are conducted monthly. The plan also addresses procedures for safe ingress and egress, strategies for preventing and responding to incidents of bullying, and detailed crisis response plans. Additionally, the CSSP outlines the role of our Positive Behavior Interventions and Supports (PBIS) system in maintaining a positive school climate, as well as mental health support resources available to students.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	6	13	9
Mathematics	28	5	11	9
Science	28	4	13	9
Social Science	29	4	12	8

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	29	2	13	9
Mathematics	28	4	15	6
Science	26	5	16	6
Social Science	32	1	8	13

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	6	12	7
Mathematics	28	5	12	7
Science	28	2	15	6
Social Science	32		6	14

2024-25 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	362.5

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8383	506	7876	126257
District	N/A	N/A	7693	\$115,616
Percent Difference - School Site and District	N/A	N/A	2.4	8.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-34.4	19.6

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2024-2025 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$76,052	\$62,783
Mid-Range Teacher Salary	\$110,364	\$97,783
Highest Teacher Salary	\$135,304	\$128,020
Average Principal Salary (Elementary)	\$161,307	\$160,224
Average Principal Salary (Middle)	\$170,514	\$166,992
Average Principal Salary (High)	\$179,748	\$180,971
Superintendent Salary	\$369,780	\$313,465
Percent of Budget for Teacher Salaries	36.69%	30.05%
Percent of Budget for Administrative Salaries	6.6%	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, mentoring and New Teacher support meetings. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Pleasanton Middle School's Staff Professional Development:

Site, District, and out of District professional development:

Summer Institute

Equity Training

Restorative Justice Best Practices

Trauma Informed Practices

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

Professional Development

Support for Students with Special Needs and English Learners
EL Achieve training
Special Education Paraprofessional Trainings
Professional Learning Communities
ELPAC training

During the 2024 - 2025 school year, Pleasanton Middle School's Staff Professional Development:
Site, District, and out of District professional development:
Summer Institute
AVID Pathways and Summer Institute
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
Letters Training
Learning Walks
CABE Conference
Restorative Practices training

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3