

Pleasanton Unified School District Harvest Park Middle School

Grades 6 through 8
Ken Rocha, Principal



4900 Valley Avenue
Pleasanton, CA 94566
PH: (925) 426-4444 FAX: (925) 426-9613

2011-12 School Accountability Report Card

Published January 2013

Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, CA 94566-7498
(925) 462-5500

Website Address

www.pleasantonusd.net

2012-13 Board of Trustees

Jeff Bowser
President

Valerie Arkin
Vice-President

Chris Grant
Member

Jamie Hintzke
Member

Joan Laursen
Member

District Administration

Parvin Ahmadi
Superintendent

Luz T. Cazares
Deputy Superintendent,
Business Services

Odie J. Douglas, Ed.D.
Assistant Superintendent,
Educational Services

Bill Faraghan, Ed.D.
Assistant Superintendent,
Human Resources

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Harvest Park, a California Distinguished Middle School in 2001 and 2005, and a 2002 National Blue Ribbon School, is a place where all staff members work to maximize the potential, achievement, and personal growth of each student. Harvest Park became a National School of Character in 2005. The Harvest Park Academic Performance Index (API) continues to rise. In fact, our API increased by 18 points, which is an all-time record for our overall API score of 943. This significant growth can be attributed to staff development in standards alignment, professional learning communities, Character Education, the highly qualified staff, very supportive parents and hardworking students. The staff at Harvest Park Middle School, together with the parents of our students, strive to maintain a dynamic program that will continue 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.

School Profile

Harvest Park Middle School is located in the central region of Pleasanton and serves students in grades six through eight following a traditional calendar. At the beginning of the 2011-12 school year, 1210 students were enrolled, including 9% in special education, 6% qualifying for English Language Learner support, and 5% qualifying for free or reduced price lunch. Harvest Park Middle School achieved a 2012 Academic Performance Index (API) score of 943 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	1.74 %	Grade 6	405
Amer. Indian or Alaskan Native	0.33 %	Grade 7	409
Asian	32.81 %	Grade 8	396
Filipino	2.23 %		
Hisp. or Latino	6.45 %		
Pacific Islander	0.33 %		
Caucasian	55.21 %		
Multi-Racial	0.91 %		
Total Enrollment			1,210

PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN



Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2012/>.

Physical Fitness

In the spring of each year, Harvest Park Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Harvest Park Middle School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	86	86	88	82	82	84	52	54	56
Math	80	76	81	72	72	73	48	50	51
Science	89	89	91	87	86	89	54	57	60
Social Science	81	81	85	78	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Harvest Park Middle School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	57	*	95	86	93	72		*
Math	43	*	93	79	82	51		*
Science	*	*	96	91	*	70		*
Social Science	*	*	95	84	*	64		*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	PUSD	Harvest Park Middle School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	84	88	84	92	41	58	48	
Math	73	81	80	82	34	39	34	
Science	89	91	90	91	*	50	55	
Social Science	80	85	83	86	*	42	45	

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	N/A	N/A	N/A
Seventh	10.80%	32.20%	46.70%
Ninth	N/A	N/A	N/A

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	7	7	5

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	12	-9	18
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	3	-1	1
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	13	-6	23
Other Subgroups			
Students with Disabilities	20	-17	29
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	817	823	710
Amer. Indian or Alaskan Native		856	742
Asian	986	969	905
Filipino	922	916	869
Hisp. or Latino	833	816	740
Pacific Islander		806	775
Caucasian	934	906	853
Multi-Racial			849
Economically Disadvantaged	809	777	737
English Learners	859	869	716
Students with Disabilities	737	746	607
All Students	943	915	788

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HPMS	PUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Harvest Park Middle School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	HPMS	PUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.3%

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, the school marquee, school newsletters, the school website, teacher websites, eConnection, Cofee 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
Barton Tutors
AVID Tutors

Committees

Parent Teacher Student Association
School Site Council
Wellness Committee
Safety Committee
Patriot Path Committee
Music Support Committee
Environmental Educational Committee

School Activities

Back to School Night
Open House
Sports Events
Cheerleading Events
Drama Productions
Registration Day
Academic Awards Assemblies
Principal's Coffee
Open House BBQ
School Spirit Days

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Harvest Park Middle School's original facilities were built in 1968 and 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.

Every morning before school begins, the custodian inspects the 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.

Campus Description	
Year Built	1968
Acreage	21.58
Square Footage	110,893
Quantity	
Permanent Classrooms	42
Portable Classrooms	3
Restrooms (sets)	4
Computer Lab(s)	2
Gymnasium(s)	2
Staff Lounge(s)	1
Multipurpose Room(s)	1
Library	1
Kitchen/Covered Eating Area	1
Preschool	1

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. During the 2011-12 school year, Harvest Park Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Wednesday, October 31, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 31, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	C Bldg. MP & Music room - MP HVAC units (2) starting to give signs of age/effectiveness (currently serviceable).
(11)	Gymnasium - Epoxy painted floors in student locker room areas need to be stripped and repainted/unsightly, not unsanitary.
(13)	Grounds & Sports Field - obstacle course was removed, remaining site needs infill and asphalt.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Harvest Park Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

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 was reviewed, updated, and discussed with school staff in November 2012.

Classroom Environment

Discipline & Climate for Learning

Harvest Park Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	HPMS		
	09-10	10-11	11-12
Suspensions (#)	67	79	51
Suspensions (%)	5.79 %	6.70 %	4.21 %
Expulsions (#)	7	0	0
Expulsions (%)	0.61 %	0.00 %	0.00 %
	PUSD Middle Schools		
	09-10	10-11	11-12
Suspensions (#)	179	188	154
Suspensions (%)	5.07 %	5.42 %	4.40 %
Expulsions (#)	5	4	0
Expulsions (%)	0.14 %	0.12 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2009-10			
	Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+
English	27.0	11	17	13
Math	28.0	7	22	10
Science	29.5	3	17	11
Social Science	29.2	6	18	16
Subject	2010-11			
	Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+
English	24	11	13	11
Math	26.6	6	17	7
Science	29.8	1	12	10
Social Science	30.9	2	12	13
Subject	2011-12			
	Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+
English	22.0	14	14	10
Math	24.5	10	15	7
Science	29.4	2	11	14
Social Science	27.2	5	12	12

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Harvest Park Middle School revolve around the California State Content Standards and Frameworks. During the 2011-12 school year, Harvest Park Middle School held staff development devoted to:

- Data Analysis
- Instructional Strategies

- Interventions
- Classroom Management
- Motivating Students
- Student Stress
- Professional Learning Communities
- Vocabulary
- Technology
- AVID (Advancement Via Individual Determination)
- 40 Developmental Assets in your Classroom
- Achievement Gap
- Service Learning and Beyond
- Character Education Training
- PLC
- Common Core Assessments

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 2011-12 school year, Harvest Park Middle School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Best Practices in Teaching Leadership
- Distinguished Speaker Series
- Envision Learning Partners
- Integrated Learning Specialist Program
- Real World Science
- SMART Board Training
- STEM (Science, Technology, Engineering and Math) Training
- Super School Science
- Teacher Action Research

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.

Staff Development Days Three-Year Trend		
2009-10	2010-11	2011-12
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Harvest Park Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core

content materials (English/language arts, math, science, and social science).

On Tuesday, September 11, 2012, 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 No. 2012-2013.05 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
Foreign Languages		
2005	Pearson Prentice Hall, <i>Realidades Student Edition - Levels A & B</i>	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
2007	McDougal Littell, <i>Creating America</i>	0 %
2007	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2004	Holt, <i>Holt Literature & Language Arts</i>	0 %
Math		
2008	Holt, <i>Algebra 1 & 2</i>	0 %
2008	Holt, <i>Geometry</i>	0 %
2008	Holt, <i>Middle School Math</i>	0 %
2008	Holt, <i>Pre-Algebra</i>	0 %
Science		
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

School Leadership

The administrative team is comprised of the principal and two vice principals, who work closely with the leadership team, teachers, the counselor, and school staff to provide a standards-based instructional program. Principal Ken Rocha is responsible for the day-to-day

operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the vice principals based upon individual strengths and expertise. The vice principals take a prominent role in managing student discipline, student activities, school facilities, school and student safety, and class scheduling. Also coordinating efforts with the Principal is the Leadership Team, comprised of the principal, vice principals, counselor, and department chairs. The Leadership Team meets regularly throughout the year to discuss instructional programs, staff development needs, and student achievement.

Professional Staff

Counseling & Support Staff

Harvest Park Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Harvest Park Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Counselor	4	2.50
Adaptive PE	1	*
Health Clerk	1	0.50
Hearing Specialist	1	*
Library Media Specialist	1	0.80
Nurse	1	*
Psychologist	1	0.60
Speech/Language/Hearing Specialist	1	1.0

* as needed

Counselor-to-Student Ratio: 1:303

FTE = Full-Time Equivalent

Teacher Assignment

During the 2011-12 school year, Harvest Park Middle School had 63 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Harvest Park Middle School	97.6 %	2.4 %
District Totals		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	HPMS			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	52	59	63	662
Teachers with full credentials	52	59	63	656
Teachers without full credentials	0	0	0	6
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	HPMS	PUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	HPMS	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	0.0 %	2.6 %
Master's degree	38.5 %	30.2 %
Bachelor's degree plus 30 or more semester hours	61.5 %	62.5 %
Bachelor's degree	0.0 %	3.9 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data

from school districts having similar average daily attendance throughout the state. (Note: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,142	\$40,932
Mid-Range Teacher Salary	\$78,570	\$65,424
Highest Teacher Salary	\$95,395	\$84,596
Superintendent Salary	\$216,367	\$204,089
Average Principal Salaries:		
Middle School	\$129,804	\$111,776
Percentage of General Fund Expenditures for:		
Teacher Salaries	42%	39%
Administrative Salaries	4%	5%

Expenditures Per Student

For the 2010-11 school year, Pleasanton Unified School District spent an average of \$7,543 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	HPMS	PUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	1143	14318	N/A	N/A	N/A
Total**	\$4,717	\$4,971	94.89	N/A	N/A
Restr.†	\$223	\$188	118.66	N/A	N/A
Unrestr.††	\$4,493	\$4,782	93.96	\$5,455	82.37
Avg. Teacher Salary	\$78,364	\$82,367	95.14	\$68,488	114.42

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Harvest Park Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Harvest Park Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Harvest Park Middle School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton

Phone Number: (925) 931-3400

WebSite:

<http://www.ci.pleasanton.ca.us/library.html>

Number of Computers Available: 24

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2012.

Nondiscrimination

The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)