

# Pleasanton Unified School District Hearst Elementary School

Grades K through 5  
Michael Kuhfal, Principal



5301 Case Avenue  
Pleasanton, CA 94566  
PH: (925) 426-3772 FAX: (925) 846-2841

## 2010-11 School Accountability Report Card *Published January 2012*

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

### Website Address

[www.pleasanton.k12.ca.us](http://www.pleasanton.k12.ca.us)

### 2011-12 Board of Trustees

Joan Laursen  
President

Jeff Bowser  
Clerk

Valerie Arkin  
Member

Chris Grant  
Member

Jamie Hintzke  
Member

### District Administration

Parvin Ahmadi  
Superintendent

Luz T. Cazares  
Assistant Superintendent,  
Business Services

Cindy Galbo  
Assistant Superintendent,  
Educational Services

Dr. Bill Faraghan  
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

I'd like to welcome you to Hearst's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. It is a privilege and honor to be the principal and educational leader of our Monarch Community and 2006 California Distinguished School. Our namesake, Phoebe Apperson Hearst, was a staunch supporter of education, service to community, and early kindergarten movement, and co-founded the Parent Teacher Association (PTA). When you step foot onto our campus you will immediately feel the warmth and our strong commitment towards children.

Hearst's staff of close to 50 worked to meet the needs of our 696 K-5 students last year. Through ongoing collaboration, our teachers have developed a program that exemplifies high academic standards, character education with the integration of technology. Our experienced staff meets student needs through data analysis, individualized and differentiated instruction. Our school-wide TRIBES program promotes mutual respect and personal responsibility. Each month we focus on one of the District's Community of Character Traits: Responsibility, Compassion, Self-Discipline, Honesty, Respect and Integrity.

Our parent and community involvement is essential to our success. Through ongoing communication and teamwork, we are confident that Hearst will continue to succeed. We are excited about our school accomplishments and welcome all to join in our efforts to create successful, responsible citizens.

## Mission Statement

Our school is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a lifelong passion for learning. Students, staff, parents, and the Pleasanton community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core academic areas as well as character development.

Our Goals...

- Measurable and ongoing increases in student academic achievement
- A safe school climate that emphasizes mutual respect
- Ongoing partnerships with parents and the community
- A curriculum that meets students' individual talents and learning styles
- Technology integration

## School Profile

Hearst Elementary School is located in the southern region of Pleasanton and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2010-11 school year, 696 students were enrolled, including 8% in special education, 19% qualifying for English Language Learner support, and 9% qualifying for free or reduced price lunch. Hearst Elementary School achieved a 2011 Academic Performance Index (API) score of 945 and met all 2011 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	1.58 %	Kindergarten	93
Amer. Indian or Alaskan Native	0.00 %	Grade 1	101
Asian	39.66 %	Grade 2	118
Filipino	1.58 %	Grade 3	139
Hisp. or Latino	7.61 %	Grade 4	112
Pacific Islander	0.00 %	Grade 5	133
Caucasian	46.41 %		
Multi-Racial	2.44 %		
Total Enrollment			696

## 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/star2011/>.

### Physical Fitness

In the spring of each year, Hearst Elementary School is required by the state to administer a physical fitness test to all students in grade five, grade seven, and grade nine. 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									
	Hearst Elementary School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	84	86	84	81	83	82	50	52	54
Math	88	89	90	71	72	72	46	48	50
Science	86	98	93	83	87	86	50	54	57
Social Science			*	77	78	79	41	44	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Hearst Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	83		88	86	*	54	*	*
Math	83		97	89	*	62	*	*
Science	*		96	91	*	*	*	*
Social Science	*		*	*	*	*	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	PUSD	Hearst Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	82	84	83	85	48	48	68	
Math	72	90	89	91	75	54	73	
Science	86	93	99	88	*	83	*	
Social Science	79	*	*	*	*	*	*	

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	6.8%	21.1%	68.4%
Seventh	N/A	N/A	N/A
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			
	2008	2009	2010
Statewide Rank	10	10	10
Similar Schools Rank	5	5	7

Results generated from 2008, 2009, and 2010 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	5	10	-6
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	3	15	-4
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	4	10	-7
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	-5

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

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	962	794	696
Amer. Indian or Alaskan Native		840	733
Asian	971	967	898
Filipino		918	859
Hisp. or Latino	821	793	729
Pacific Islander		848	764
Caucasian	943	897	845
Multi-Racial			836
Economically Disadvantaged	791	761	726
English Learners	897	841	707
Students with Disabilities	872	729	595
All Students	945	906	778

## 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 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% 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 710 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HES	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	Yes

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 2010-11, Hearst Elementary 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/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	HES	PUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.3%

N/A = not participating in Title I Program

## 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 website, Hearst Student Leadership, eConnection, teacher websites, "Hearst Headlines", and Hearst PTA website, [www.hearstpta.com](http://www.hearstpta.com). Contact Shawna Lombardi at (925) 426-3772 for more information on how to become involved in your child's learning environment.

## Opportunities to Volunteer

Chaperone  
Classroom Helper  
Committee Heads  
Leadership on PTA Executive Board

## Committees

English Learner Advisory Council  
Parent Teacher Association  
School Site Council  
Caring Heart Committee

## School Activities

Walk-Thru Registration  
Ice Cream Social  
Cultural Fair  
Red Ribbon Week  
Spring Carnival  
Reflection Program  
Disco Bingo  
Science Fair  
Spring Auction  
Field Day  
Recycling Programs

## 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. Hearst Elementary School's original facilities were built in 2000; 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. Remediation of a mold issue within the exterior walls of the school was completed in 2010-11.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Hearst Elementary School. The day custodian is responsible for:

- Unlocking the campus
- Checking the playgrounds
- Groundskeeping
- Restroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Cleaning the Kids Club

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	2000
Acreage	11.20
Square Footage	60,231
Quantity	
Permanent Classrooms	28
Portable Classrooms	5
Restrooms (sets)	3
Computer Lab(s)	1
Multipurpose Room(s)	1
Library	1
Counseling Room	1
Covered Eating Area	1
Day Care	1
Exploration Room	1
Intervention Room	1
Music Room	1
Psychologist Room	1
Reading Room	1
Resource Room	1
Speech Therapist Room	1

## Deferred Maintenance

Hearst Elementary 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 2010-11 school year, Hearst Elementary School received a portion of \$269,264 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems
- Floor Systems
- Other Systems

## Facilities Inspection

The district's maintenance department inspects Hearst Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Hearst Elementary 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, August 17, 2011. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, August 17, 2011			
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	✓		

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, the administrator and teachers are strategically assigned to designated entrance areas and the playground. The administrator and lunch supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the administrator and teachers monitor student behavior to ensure a safe and orderly departure.

Hearst Elementary 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 Hearst Elementary 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 September 2011.

## Classroom Environment

### Discipline & Climate for Learning

Hearst Elementary 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			
	HES		
	08-09	09-10	10-11
Suspensions (#)	5	7	8
Suspensions (%)	0.71 %	1.03 %	1.15 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PUSD Elementary Schools			
Suspensions (#)	92	86	81
Suspensions (%)	1.49 %	1.39 %	1.28 %
Expulsions (#)	4	0	0
Expulsions (%)	0.06 %	0.00 %	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.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, 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.

Class Size Distribution Self-Contained Classes				
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	6		
1	20.0	6		
2	20.0	6		
3	20.0	7		
4	32.2		3	2
5	33.0			4
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	3	1	
1	20.0	7		
2	20.0	5		
3	20.0	7		
4	33.0			4
5	33.0			4
Combo K-3	20.0	1		
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.3	2	2	
1	25.2		5	
2	23.3	1	5	
3	25.0		6	
4	33.0			4
5	33.3			4

*Combo classes are any combination of the grades shown.*

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Hearst Elementary School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Hearst Elementary School held staff development devoted to:

- Building Inclusion
- Equity Training
- Character Education
- 40 Developmental Assets in your Classroom
- Data Analysis
- English Learner Strategies
- Backwards Planning
- Curriculum Mapping
- At-Risk Strategies
- Phonemic Awareness
- Science
- Digital Classroom (Classroom Response System) Technology Training

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. Hearst Elementary 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.

Hearst Elementary 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		
2008-09	2009-10	2010-11
3	3	1

### Instructional Materials

All textbooks used in the core curriculum at Hearst Elementary 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 13, 2011, 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. 2011.12.01 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 2011-12 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
<b>History-Social Science</b>		
2006	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
<b>Language Arts</b>		
2003	Houghton Mifflin, <i>California Reading</i>	0 %
<b>Math</b>		
2009	enVision, <i>California Mathematics</i>	0 %
<b>Science</b>		
2007	Macmillan/McGraw-Hill, <i>Macmillan/McGraw-Hill California Science</i>	0 %

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

### School Leadership

The principal works closely with the school's leadership team to provide a well-balanced, rigorous core curriculum aligned with state standards. Principal Michael Kuhfal is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, grade level representatives, a specialist representative, and a classified representative. The Leadership Team meets monthly throughout the year to evaluate and implement strategies to ensure instructional programs meet student learning needs, state frameworks and standards, and the school site plan.

Principal Michael Kuhfal has been in the educational field for 19 years and serving Hearst Elementary School for eight years (as of 2009-10). Previous positions held in other schools include: vice principal and classroom teacher. Principal Michael Kuhfal holds a bachelor's degree in Liberal Studies, a master's degree in Educational Leadership, a Clear Multiple Subject Teaching Credential, a Clear Administrative Services Credential and a Clear Crosscultural, Language and Academic Development Certificate.

## Professional Staff

### Counseling & Support Staff

Hearst Elementary 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 Hearst Elementary 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) 2010-11		
	No. of Staff	FTE
Counselor	1	0.5
Computer Lab Technician	1	1.0
Health Clerk	1	0.4
Media Specialist	1	0.75
Nurse	1	*

\* as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2010-11 school year, Hearst Elementary School had 37 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 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Hearst Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	HES			PUSD
	08-09	09-10	10-11	10-11
Total Teachers	38	32	37	715
Teachers with full credentials	38	32	37	711
Teachers without full credentials	0	0	0	4
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)		
	HES	PUSD
	11-12	11-12
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 2010-11		
	HES	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	0.0 %	2.6 %
Master's degree	35.3 %	30.2 %
Bachelor's degree plus 30 or more semester hours	64.7 %	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: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,744	\$41,035
Mid-Range Teacher Salary	\$79,443	\$65,412
Highest Teacher Salary	\$96,455	\$84,837
Superintendent Salary	\$229,952	\$197,275
<b>Average Principal Salaries:</b>		
Elementary School	\$125,766	\$106,217
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	41%	39%
Administrative Salaries	4%	5%

### Expenditures Per Student

For the 2009-10 school year, Pleasanton Unified School District spent an average of \$7,599 of total general funds to educate each student (based on 2009-10 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2009-10 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)
- English Language Acquisition Program, Teacher Training & Student Assistance
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
			% Diff.	State	% Diff.
	HES	PUSD	School & Dist.	Avg., Dist. Same Size & Type	School & State
ADA*	662	14213	N/A	N/A	N/A
Total**	\$5,987	\$5,062	118.28	N/A	N/A
Restr.†	\$694	\$478	145.30	N/A	N/A
Unrestr.††	\$5,293	\$4,584	115.46	\$5,455	97.02
Avg. Teacher Salary	\$83,090	\$82,958	100.16	\$57,163	145.36

\* 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 Hearst Elementary 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 Hearst Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Hearst Elementary 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 2011.