

# Pleasanton Unified School District Walnut Grove Elementary School

Grades K through 5  
Steve Maher, Interim Principal



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## 2012-13 School Accountability Report Card

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[www.pleasantonusd.net](http://www.pleasantonusd.net)

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## Principal's Message

I'd like to welcome you to Walnut Grove Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

It is a privilege and an honor to serve as the principal of Walnut Grove Elementary School. Our staff of roughly 40 classified and credentialed professionals work collaboratively to meet the needs of almost 700 students. Through ongoing collaboration, our teachers have developed a learning environment that exemplifies high academic standards and age appropriate socio-emotional development. Our experienced staff meets student needs through both data analysis and individualized, differentiated instruction. Our school-wide TRIBES program is centered around the healthy development of every student so that each has the knowledge, skills, and resiliency to successfully meet the requirements of our rapidly changing world. In TRIBES learning communities, the power of being included and valued by peers motivates students to actively participate in their own learning. Our school community actively embraces the TRIBES philosophy and it is at the center of every educational and developmental decision-making process that occurs at our school.

We have made a commitment to provide the best educational program possible for Walnut Grove Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about our learning community.

## Mission Statement

To capitalize on our continuous improvement process to enhance student achievement.

Our Goals...

- To provide a balanced curriculum that attends to the arts, the sciences and to character development
- To promote high levels of academic achievement while meeting the needs of all learners
- To create children fit to command through the 21st century and beyond
- To create a collaborative and inclusive school culture.

## School Profile

Walnut Grove Elementary School is located in the central region of Pleasanton and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2012-13 school year, 698 students were enrolled, including 10% in special education, 8% qualifying for English Language Learner support, and 3% qualifying for free or reduced price lunch. Walnut Grove Elementary School achieved a 2013 Academic Performance Index (API) score of 937.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	1.30%	Kindergarten	88
Amer. Indian or Alaskan Native	0.00%	Grade 1	120
Asian	19.20%	Grade 2	119
Filipino	1.10%	Grade 3	120
Hisp. or Latino	3.30%	Grade 4	124
Pacific Islander	0.10%	Grade 5	127
Caucasian	71.30%		
Multi-Racial	3.60%		
Total Enrollment			698

## 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 Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Walnut Grove Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	81	83	85	82	84	82	54	56	55
Math	90	91	91	72	73	72	50	50	50
Science	87	88	84	86	89	87	57	60	59
Social Science				79	80	81	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Walnut Grove Elementary School							
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts			92	84		67		
Math			100	89		80		
Science			91	82				
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13							
	PUSD	Walnut Grove Elementary School					
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities Migrant Educ.
Lang. Arts	82	85	82	88	83	63	63
Math	72	91	92	91	92	81	67
Science	87	84	83	84			47
Social Science	81						

### Physical Fitness

In the spring of each year, Walnut Grove Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	14.1%	32%	40.6%

### 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			
	2010	2011	2012
Statewide Rank	10	10	10
Similar Schools Rank	2	2	3

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	6	6	0
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	13	7	9
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-1	8	-7
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	WGES		PUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	485	937	11,311	910	465,598	790
Students with Disabilities	64	801	1,353	732	527,476	615
Economically Disadvantaged	16	845	797	778	277,464	743
English Learners	41	961	1,094	852	148,231	721
African-Amer.	5		219	806	296,463	708
Amer. Indian or Alaskan Native			47	795	30,394	743
Asian	94	990	3,559	969	406,527	906
Filipino	8		273	911	121,054	867
Hisp. or Latino	15	843	1,026	802	243,895	744
Multi-Racial	15	968	355	899		
Pacific Islander	1		36	805	25,351	774
Caucasian	347	926	5,796	899	120,012	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

## 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% 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 770 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 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	WGES	PUSD
Overall Results	No	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 2012-13, Walnut Grove 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		
	WGES	PUSD
PI Status	N/A	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 2
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.0%

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 the school marquee, the school website, eConnection, teacher websites, Principal's "Walnut Grove Weekly", Facebook, and PTA "Roadrunner" newsletter. Contact the principal at (925) 426-4250 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Library Assistant  
Office Helper  
Club Advisors  
Campus Supervision  
Extracurricular Activities

### Committees

Parent Teacher Association  
 School Site Council  
 Go Green Committee  
 Emergency & Safety Committee

### School Activities

Back to School Night  
 Open House  
 Family Fun Nights  
 Principal's TRIBES & Informational Coffee  
 Breakfast at the Grove  
 Welcome Back Principal's Coffee  
 Spirit/Recycle Day  
 Back to School BBQ  
 Spring Musical  
 Science Fair  
 Walk-to-School Day  
 Red Ribbon Week  
 Take Your Parent to Lunch Day  
 Halloween Parade  
 Lunchtime Outdoor Environmental Education  
 Book Fair  
 Fall Musical  
 Ice Cream Social  
 eFair  
 Adopt-a-Family Holiday Campaign  
 Community Outreach  
 Breakfast Book Club  
 5th Grade Student Winter Banquet

## 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. Walnut Grove Elementary School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of a Macintosh Apple computer lab of 34 computers

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 Walnut Grove Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- trash removal
- school activities-setup/cleanup

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

Campus Description	
Year Built	1968
Acreage	8.01
Square Footage	58,316
Quantity	
Permanent Classrooms	35
Portable Classrooms	2
Restrooms (sets)	6
Computer Lab(s)	2
Science Lab(s)	1
Library	1
Art Classroom	1
Cafeteria/Multipurpose Room	1
Music/Performing Arts Classroom	1

### Deferred Maintenance

Walnut Grove 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 2012-13 school year, Walnut Grove Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects Walnut Grove Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut Grove 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, October 16, 2013. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 16, 2013			
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. During recess, the administrator and/or teachers supervise playground activity. 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.

Walnut Grove 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 Walnut Grove 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 will be reviewed, updated, and discussed with school staff in January 2014.

## Classroom Environment

### Discipline & Climate for Learning

Walnut Grove 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			
	WGES		
	10-11	11-12	12-13
Suspensions (#)	7	16	11
Suspensions (%)	0.99 %	2.27 %	1.58 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	PUSD Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	81	85	60
Suspensions (%)	1.28 %	1.34 %	0.94 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	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	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.0		4	
1	26.0		3	
2	25.2		6	
3	25.0		5	
4	29.8		4	
5	33.0			5
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.0		3	
1	25.0		5	
2	25.4		5	
3	25.3		6	
4	31.7		3	
5	30.6		3	2
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.0		3	
1	30.0		4	
2	24.0	2	3	
3	30.0		4	
4	31.0		4	
5	42.0		1	2

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Walnut Grove Elementary School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Walnut Grove Elementary School held staff development training devoted to:

- TRIBES Training
- Professional Learning Communities
- Goal Setting in Relation to Student Achievement
- Special Focus on Serving Underserved Populations in the Core Program
- Common Core Curriculum Development
- OARS Data Analysis Training
- Professional Development on Districtwide Adopted Curriculum

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. Walnut Grove 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. 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 2012-13 school year, Walnut Grove Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Attention Deficit: Engaging Strategies for Active Learners
- Super School Science Seminars
- Motivation & Independence Thru Self Management
- Setting Measurable Goals for Struggling Readers
- "By Teachers For Teachers"

- Understanding YouTube and Citizenship
- Learning Circles
- Special Education Job Alike
- Becoming a Professional Learning Community
- OARS Training
- IntegratED Conference - Improving Education with Technology
- ProAct Training (Special Ed)
- Fall CUE Conference
- Implementing iCommunication in the Classroom
- Turning Point Collaboration
- SMART Boards Training
- Bridging the Achievement Gap Using SMART Technologies
- Master of Arts in Teaching Leadership Program

Walnut Grove 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		
2010-11	2011-12	2012-13
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Walnut Grove 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 (SBE). 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 10, 2013, 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. 2013.14.03 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 2013-14 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	Scott Foresman, <i>Addison Wesley History-Social Science</i>	0 %
<b>Language Arts</b>		
2003	Houghton Mifflin, <i>California Reading</i>	0 %
<b>Math</b>		
2009	Pearson Scott Foresman, <i>Scott Foresman - Addison Wesley enVisionMath California</i>	0 %
2009	Scott Foresman, <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. The Principal 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, and school specialists. The Leadership Team meets monthly throughout the year to discuss operational and curricular issues and address staff development needs.

### Professional Staff

#### Counseling & Support Staff

Walnut Grove 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 Walnut Grove 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) 2012-13		
	No. of Staff	FTE
Counselor	1	0.5
Adaptive PE Specialist	1	*
Health Clerk	1	0.5
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	1.0

\* as needed  
FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2012-13 school year, Walnut Grove Elementary School had 25 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Walnut Grove Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	WGES			PUSD
	10-11	11-12	12-13	12-13
Total Teachers	35	28	25	617
Teachers with full credentials	35	28	25	612
Teachers without full credentials	0	0	0	5
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
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WGES	PUSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$40,933
Mid-Range Teacher Salary	\$80,752	\$65,087
Highest Teacher Salary	\$98,045	\$84,436
Superintendent Salary	\$217,041	\$207,812
<b>Average Principal Salaries:</b>		
Elementary School	\$124,608	\$106,715
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	49.8%	39.8%
Administrative Salaries	4.74%	5.1%

### Expenditures Per Student

For the 2011-12 school year, Pleasanton Unified School District spent an average of \$7,852 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials

- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education
- Vocational Programs
- Other Local: Locally defined
- Education Jobs Fund

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	WGES	PUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	686	N/A	N/A	N/A	N/A
Total**	\$5,211	N/A	N/A	N/A	N/A
Restr.†	\$220	N/A	N/A	N/A	N/A
Unrestr.††	\$4,992	\$4,901	101.85	\$5,537	90.16
Avg. Teacher Salary	\$88,178	\$84,861	103.91	\$68,841	128.09

\* 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 Walnut Grove 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 Walnut Grove Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Walnut Grove 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 section were acquired in December 2013. Data to prepare the school facilities section were acquired in November 2013.

### 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)