

Pleasanton Unified School District Walnut Grove Elementary School

Grades K through 5
Jon Vranesh, Principal



1999 Harvest Road
Pleasanton, CA 94566
PH: (925) 426-4251 FAX: (925) 426-6382

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

PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN



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 45 classified and credentialed professionals work collaboratively to meet the needs of more than 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 2011-12 school year, 705 students were enrolled, including 11% in special education, 11% qualifying for English Language Learner support, and 3% qualifying for free or reduced price lunch. Walnut Grove Elementary School achieved a 2012 Academic Performance Index (API) score of 937 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	1.28 %	Kindergarten	113
Amer. Indian or Alaskan Native	0.00 %	Grade 1	116
Asian	18.44 %	Grade 2	115
Filipino	1.99 %	Grade 3	113
Hisp. or Latino	4.11 %	Grade 4	122
Pacific Islander	0.14 %	Grade 5	126
Caucasian	70.64 %		
Multi-Racial	3.40 %		
Total Enrollment			705

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 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

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.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Walnut Grove Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	80	81	83	82	82	84	52	54	56
Math	87	90	91	72	72	73	48	50	51
Science	84	87	88	87	86	89	54	57	60
Social Science				78	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Walnut Grove Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	91	82	69	59		*
Math	*	*	98	89	92	88		*
Science	*	*	93	89	*	*		*
Social Science	*	*	*	*	*	*		*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	PUSD	Walnut Grove Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	84	83	79	87	*	38	49	
Math	73	91	90	92	*	81	65	
Science	89	88	88	88	*	*	55	
Social Science	80	*	*	*	*	*	*	

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	22.20%	27.80%	34.10%
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			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	3	2	2

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	-5	6	6
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	-17	13	7
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	2	-1	8
Other Subgroups			
Students with Disabilities	*	*	*
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.		823	710
Amer. Indian or Alaskan Native		856	742
Asian	981	969	905
Filipino	909	916	869
Hisp. or Latino	846	816	740
Pacific Islander		806	775
Caucasian	934	906	853
Multi-Racial			849
Economically Disadvantaged	824	777	737
English Learners	950	869	716
Students with Disabilities	791	746	607
All Students	937	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	WGES	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, 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/.

Title I Program Improvement (PI) Status		
PI Status	WGES	PUSD
	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 the school marquee, the school website, eConnection, teacher websites, Principal's "Walnut Grove Weekly", Facebook, and the 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
 Back to School BBQ
 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.

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

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

- Office area cleaning
- Restroom cleaning

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)	1
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 2011-12 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 Thursday, October 11, 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: Thursday, October 11, 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
(15)	Grounds & Main Playground - Rubber playground surface in need of repair/resurface. Moved two shade structures to more appropriate locations.

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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

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		
	09-10	10-11	11-12
Suspensions (#)	2	7	16
Suspensions (%)	0.28 %	0.99 %	2.27 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	PUSD Elementary Schools		
	09-10	10-11	11-12
Suspensions (#)	86	81	85
Suspensions (%)	1.39 %	1.28 %	1.34 %
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	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.6	5		
1	20.0	5		
2	20.0	4		
3	20.0	4		
4	32.3		2	1
5	32.7		1	2
Combo K-3	20.0	7		
Combo 4-8	31.5		2	
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

Combo classes are any combination of the grades shown.

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 2011-12 school year, Walnut Grove Elementary School held staff development devoted to:

- TRIBES Training
- Professional Learning Communities
- Goal Setting in Relation to Student Achievement
- Special Focus on Serving Underserved Populations in the Core Program

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 2011-12 school year, Walnut Grove Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

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

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		
2009-10	2010-11	2011-12
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. 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 SARCs 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
History-Social Science		
2006	Scott Foresman, Addison Wesley History-Social Science	0 %
Language Arts		
2003	Houghton Mifflin, California Reading	0 %
Math		
2009	Pearson Scott Foresman, Scott Foresman - Addison Wesley enVisionMath California	0 %
2009	Scott Foresman, California Mathematics	0 %
Science		
2007	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science	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 Jon Vranesh 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.

Principal Jon Vranesh has been in the educational field for 18 years and serving Walnut Grove Elementary School for 18 years (as of 2011-12). Previous positions held in other schools include: vice principal and classroom teacher. Principal Jon Vranesh holds a bachelor's degree in Agriculture and Economics and a master's degree in both Psychology and Education.

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) 2011-12		
	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 2011-12 school year, Walnut Grove Elementary School had 28 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
Walnut Grove Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	WGES			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	33	35	28	662
Teachers with full credentials	33	35	28	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)		
	WGES	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		
	WGES	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	8.8 %	2.6 %
Master's degree	32.4 %	30.2 %
Bachelor's degree plus 30 or more semester hours	52.9 %	62.5 %
Bachelor's degree	5.9 %	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:		
Elementary School	\$125,361	\$106,806
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				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	WGES	PUSD			
ADA*	692	14318	N/A	N/A	N/A
Total**	\$4,987	\$4,971	100.33	N/A	N/A
Restr.†	\$211	\$188	111.95	N/A	N/A
Unrestr.††	\$4,776	\$4,782	99.87	\$5,455	87.56
Avg. Teacher Salary	\$90,199	\$82,367	109.51	\$68,488	131.70

* 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 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)