

Pleasanton Unified School District Hearst Elementary School

Grades TK through 5
Michael Kuhfal, Principal



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2012-13 School Accountability Report Card

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PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN



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 just over 50 worked to meet the needs of our 752 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. During the 2012-13 school year, we began preparing for Common Core State Standards which will be fully implemented in the 2014-15 school year. 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 Transitional Kindergarten through fifth grade following a traditional calendar. At the beginning of the 2012-13 school year, 752 students were enrolled, including 8% in special education, 13% qualifying for English Language Learner support, and 7% qualifying for free or reduced price lunch. Hearst Elementary School achieved a 2013 Academic Performance Index (API) score of 949.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	1.90%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.40%	Kindergarten	126
Asian	40.40%	Grade 1	107
Filipino	1.90%	Grade 2	120
Hisp. or Latino	7.70%	Grade 3	120
Pacific Islander	0.10%	Grade 4	128
Caucasian	42.60%	Grade 5	151
Multi-Racial	5.10%		
Total Enrollment			752

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									
	Hearst Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	84	88	84	82	84	82	54	56	55
Math	90	90	91	72	73	72	50	50	50
Science	93	92	87	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								
	Hearst Elementary School							
	African- Amer.	Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander
Language Arts	67		92	80	100	71		
Math	83		96	88	100	78		
Science			90	86				
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	PUSD	Hearst Elementary School						
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- tagged	Students with Dis- abilities	Migrant Educ.
Lang. Arts	82	84	81	87	44	51	58	
Math	72	91	90	92	80	74	82	
Science	87	87	89	85		54		
Social Science	81							

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. 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	18.7%	33.5%	38.7%

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	7	4	4

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	4	-3
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	-4	7	1
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-7	2	-13
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	-7	21	*

* 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	HES		PUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	508	949	11,311	910	465,598	790
Students with Disabilities	56	865	1,353	732	527,476	615
Economically Disadvantaged	43	825	797	778	277,464	743
English Learners	74	896	1,094	852	148,231	721
African-Amer.	9		219	806	296,463	708
Amer. Indian or Alaskan Native	1		47	795	30,394	743
Asian	216	979	3,559	969	406,527	906
Filipino	9		273	911	121,054	867
Hisp. or Latino	40	881	1,026	802	243,895	744
Multi-Racial	23	964	355	899		
Pacific Islander			36	805	25,351	774
Caucasian	210	931	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/ 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 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	HES	PUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	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, 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/.

Title I Program Improvement (PI) Status		
	HES	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 flyers, the school marquee, the school website, Hearst Student Leadership, eConnection, teacher websites, "Hearst Headlines", and our Hearst PTA website. Contact Kelly Bayani at (925) 426-3772 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Committees 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
Fun Run
Recycling Programs
Red Ribbon Week
Reflection Program
Disco Bingo
Cultural Fair
Spring Auction
Spring Carnival
Field Day

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.

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
- Cleaning the Kids Club
- Office area cleaning
- Cafeteria setup/cleanup
- Events set up/tear down

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
- Restroom cleaning
- Health office area cleaning
- Groundskeeping
- Events set up/tear down
- Locking the Campus

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	0
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 2012-13 school year, Hearst Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Monday, October 21, 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: Monday, October 21, 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, 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.

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 2013.

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		
	10-11	11-12	12-13
Suspensions (#)	8	7	5
Suspensions (%)	1.15 %	0.99 %	0.66 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PUSD Elementary Schools			
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	Avg. Class Size	2010-11		
		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
Grade	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-20	21-32	33+
K	23.8		4	
1	24.5		6	
2	25.0		4	
3	25.0		6	
4	33.0			5
5	33.8			4
Grade	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-20	21-32	33+
K	25.0	1	4	
1	27.0	1	3	
2	30.0		4	
3	30.0		4	
4	32.0		3	1
5	30.0		5	

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 2012-13 school year, Hearst Elementary School held staff development training devoted to:

- Data Analysis
- Building Inclusion
- Equity Training
- Common Core State Standards
- Character Education
- Bullying/Cyberbullying
- English Learner Strategies
- Backwards Planning
- Curriculum Mapping
- At-Risk Strategies
- Phonemic Awareness
- Science
- Digital Classroom 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. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based 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, Hearst 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

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

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 (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 SARC's 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
History-Social Science		
2006	Scott Foresman, <i>Addison Wesley History-Social Science</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>California Reading</i>	0 %
Math		
2009	Pearson Scott Foresman, <i>Scott Foresman - Addison Wesley enVisionMath California</i>	0 %
2009	Scott Foresman, <i>California Mathematics</i>	0 %
Science		
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 21 years and serving Hearst Elementary School for 11 years (as of 2012-13). 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, and 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, socially, 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) 2012-13		
	No. of Staff	FTE
Counselor	1	0.50
Adaptive PE	1	*
Computer Lab Technician	1	0.75
Health Clerk	1	0.40
Media Specialist	1	0.60
Nurse	1	*

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Hearst 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Hearst Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	HES			PUSD
	10-11	11-12	12-13	12-13
Total Teachers	37	29	28	617
Teachers with full credentials	37	29	28	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)		
	HES	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
Average Principal Salaries:		
Elementary School	\$124,608	\$106,715
Percentage of General Fund Expenditures for:		
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/ 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 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				
	HES	PUSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	691	N/A	N/A	N/A	N/A
Total**	\$6,082	N/A	N/A	N/A	N/A
Restr.†	\$274	N/A	N/A	N/A	N/A
Unrestr.††	\$5,807	\$4,901	118.48	\$5,537	104.88
Avg. Teacher Salary	\$86,202	\$84,861	101.58	\$68,841	125.22

* 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 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)