

# Pleasanton Unified School District Alisal Elementary School

Grades K through 5  
Terri Quesinberry, Principal



1454 Santa Rita Road  
Pleasanton, CA 94566  
PH: (925) 426-4200 FAX: (925) 426-9852

## 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

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## Principal's Message

As principal, I have the privilege of introducing you to Alisal Elementary School. At Alisal, we pride ourselves in holding high expectations and standards for all students. Alisal was the first elementary school to open its doors in Pleasanton in October of 1956. Since then, we have established and maintained a strong tradition of excellence. The Alisal staff is highly trained and skilled in their profession, servicing approximately 633 students in kindergarten through fifth grade.

Alisal is located in the heart of Pleasanton, just down the road from historical Main Street. At Alisal school we provide a challenging educational program for all students in a positive and supportive environment. Our strong standards-based curriculum, coupled with innovative and research-based instructional strategies, allow us to provide students with the knowledge and skills they need to be successful in the future. Staff members collaborate within and across grade levels to provide a differentiated educational program that meets the needs of all students. Character education and building the 40 Developmental Assets in our students are integral parts of our program. The school-wide use of the TRIBES program provides students with the tools to communicate and problem- solve in a safe environment. We also tie in our Community of Character traits of responsibility, compassion, self discipline, honesty, respect, and integrity into our curriculum and activities. We are excited to continue our partnership with a local high school to provide some of our students with a one-on-one mentor. We encourage students to get involved with the community through service-learning opportunities such as The Bear Bulletin, Go Green Club, Poetry Club, and Student Council. Parent and community involvement play an integral role in the success of Alisal. Our Parent Teacher Association (PTA) and School Site Council (SSC) work together to support and enrich our school programs. Strong community partnerships are also vital to Alisal as they offer students a link to real life experiences. At Alisal, we are proud that our families, children, staff, and community members work together to create a learning environment that gives all children an opportunity to succeed and develop a love of learning.

## Mission Statement

Alisal School maintains the belief that all students can learn and succeed. We are committed to ensuring the individual development of the whole child by providing a quality, innovative, well articulated, student-centered program that will allow each child to reach their full potential. Children at Alisal will be lifelong learners and contributors to our diverse society as caring responsible citizens.

### CORE PURPOSE:

To prepare all students to be literate, ethical, innovative, productive members of society

### CORE VALUES:

Intellectual development and the ability to function independently by building literacy, critical thinking, problem-solving, and decision-making skills Building tolerance for differences through communication and cooperation Continuous life-long learning and personal growth for staff and students

## School Profile

Alisal Elementary School is located in the eastern region of Pleasanton and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2011-12 school year, 633 students were enrolled, including 16% in special education, 14% qualifying for English Language Learner support, and 11% qualifying for free or reduced price lunch. Alisal Elementary School achieved a 2012 Academic Performance Index (API) score of 896.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	1.26 %	Kindergarten	75
Amer. Indian or Alaskan Native	0.63 %	Grade 1	105
Asian	21.80 %	Grade 2	110
Filipino	4.42 %	Grade 3	100
Hisp. or Latino	12.32 %	Grade 4	125
Pacific Islander	0.47 %	Grade 5	118
Caucasian	53.55 %		
Multi-Racial	5.37 %		
Total Enrollment			633

## Student Achievement

### Standardized State Assessments

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

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

### Physical Fitness

In the spring of each year, Alisal 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									
	Alisal Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	77	79	79	82	82	84	52	54	56
Math	78	80	80	72	72	73	48	50	51
Science	78	92	85	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									
	Alisal Elementary School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	*	*	91	81	75	47	*	*	
Math	*	*	95	82	72	49	*	*	
Science	*	*	96	89	*	54	*	*	
Social Science	*	*	*	*	*	*	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	PUSD	Alisal Elementary School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	84	79	74	83	29	43	48		
Math	73	80	76	83	43	50	43		
Science	89	85	82	88	*	*	67		
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	19.10%	36.50%	33.00%
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	9	9	9
Similar Schools Rank	3	3	4

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	8	6	-3
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	16	11	13
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	9	5	-8
<b>Other Subgroups</b>			
Students with Disabilities	*	9	-8
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	970	969	905
Filipino	911	916	869
Hisp. or Latino	736	816	740
Pacific Islander		806	775
Caucasian	904	906	853
Multi-Racial			849
Economically Disadvantaged	725	777	737
English Learners	840	869	716
Students with Disabilities	720	746	607
All Students	896	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/](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 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	AES	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	No	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, Alisal 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		
PI Status	AES	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 flyers, the school website, teacher newsletters, eConnection, the PTA website, Principal's Coffee, and "Around Alisal" newsletter. Contact Mary Diligent at (925) 426-4201 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Classroom Helper  
Go Green Activities  
PTSA Sponsored Activities

### Committees

English Learner Advisory Council  
Parent Teacher Association  
School Safety Committee  
School Site Council  
Garden Committee

### School Activities

Family Carnival  
Pizza with the Principal  
Read Across America  
Read and Feed  
Earth Week  
Art Show  
Book Fair  
Red Ribbon Week  
Jump Rope for Heart  
Family Bingo Nights  
Family Science Nights  
Intervention Convention

Parent Literacy Events  
 Flag Salutes  
 Family Movie Nights

## 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. Alisal Elementary School's original facilities were built in 1956 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the administrator and custodian inspect the 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 Alisal Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

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

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

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

Campus Description	
Year Built	1956
Acreage	9.58
Square Footage	49,896
Quantity	
Permanent Classrooms	31
Portable Classrooms	0
Restrooms (sets)	11
Computer Lab(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room(s)	1
Library	1
Day Care	1
Exploration Room	1

### Deferred Maintenance

Alisal 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, Alisal Elementary School did not qualify to receive

deferred maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects Alisal Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alisal 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, November 19, 2012. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, November 19, 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	✓		

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 noon 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.

Alisal 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 Alisal 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 Fall 2012.

## Classroom Environment

### Discipline & Climate for Learning

Alisal 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			
	AES		
	09-10	10-11	11-12
Suspensions (#)	26	14	17
Suspensions (%)	4.01 %	2.12 %	2.69 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PUSD Elementary Schools			
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	19.4	5		
1	19.8	6		
2	19.8	5		
3	19.8	6		
4	29.0		3	
5	32.3		2	1
Combo 4-8	33.0			1
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.8	1	3	
1	22.4	1	4	
2	26.0		3	
3	21.7	1	6	
4	27.3	1	3	
5	32.8		1	3
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.7		3	
1	22.3	1	5	
2	21.8	1	4	
3	21.2	2	3	
4	32.5		2	2
5	26.0	1	3	

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

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

- Data Analysis
- Instructional Strategies
- Writing
- Moving Toward Common Core Standards

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. Alisal 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, Alisal 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

Alisal 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 Alisal 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
<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. Principal Terri Quesinberry 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, special education representatives, grade level representatives, and a classified employee representative. The Leadership Team meets monthly throughout the year to discuss instructional programs, staff development needs, and student achievement.

Principal Terri Quesinberry has been in the educational field for 25 years and serving Alisal Elementary School for two years as of 2012/2013. Previous positions held in other schools include: vice principal, classroom teacher, summer school principal, and Literacy Coordinator. Principal Terri Quesinberry holds a bachelor's degree in History and Political Science and a master's degree in Educational Leadership.

## Professional Staff

### Counseling & Support Staff

Alisal 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 Alisal 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	0.50
Adaptive PE	1	*
Health Clerk	1	0.38
Hearing Therapist	1	*
Nurse	1	*
OCC Therapist	1	0.20
Psychologist	1	0.20
Reading Specialist	1	1.0
Resource Teacher	1	1.0
Speech Therapist	1	1.0

\* as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 school year, Alisal Elementary School had 27 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
Alisal Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	AES			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	33	36	27	662
Teachers with full credentials	33	36	27	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)		
	AES	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		
	AES	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	0.0 %	2.6 %
Master's degree	21.9 %	30.2 %
Bachelor's degree plus 30 or more semester hours	68.8 %	62.5 %
Bachelor's degree	9.4 %	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
Mid-Range Teacher Salary	\$78,570	\$65,424
Highest Teacher Salary	\$95,395	\$84,596
Superintendent Salary	\$216,367	\$204,089
<b>Average Principal Salaries:</b>		
Elementary School	\$125,361	\$106,806
<b>Percentage of General Fund Expenditures for:</b>		
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/](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 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				
	AES	PUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	640	14318	N/A	N/A	N/A
Total**	\$4,850	\$4,971	97.58	N/A	N/A
Restr.†	\$181	\$188	96.17	N/A	N/A
Unrestr.††	\$4,669	\$4,782	97.64	\$5,455	85.60
Avg. Teacher Salary	\$80,782	\$82,367	98.08	\$68,488	117.95

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