

Pleasanton Unified School District Hearst Elementary School

Grades K through 5
Michael Kuhfal, Principal



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2006-07 School Accountability Report Card *Published June 2008*

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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.

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, the 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 is now in our eighth year of operation with close to sixty-five staff members and almost 690 students in K-5. Through ongoing collaboration, our teachers have developed a program that exemplifies high academic standards, character education and technology. Our experienced staff meets student needs through data analysis, individualized and differentiated instruction. Our school-wide TRIBES program promotes mutual respect and personal responsibility. Each month we focus on one of the District's Community of Character Traits: Responsibility, Compassion, Self-Discipline, Honesty, Respect and Integrity.

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 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 life long passion for learning. Students, staff, parents, and the Pleasanton community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core academic areas as well as character development.

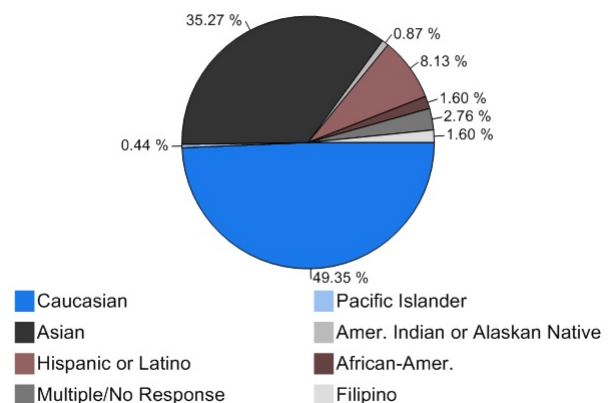
Our Goals...

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

School Profile

Hearst Elementary School is located in the southern region of Pleasanton and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2006-07 school year, 689 students were enrolled, including 8% in special education, 7% qualifying for English Language Learner support, and 4% qualifying for free or reduced price lunch. Hearst Elementary School achieved a 2007 Academic Performance Index (API) score of 926 and met all 2007 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2006-07 Enrollment: 689



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Hearst Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

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 six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2006-07 fitness exam, 32% of the grade five students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Hearst Elementary School			District			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Language Arts	77	80	81	76	75	79	40	42	43
Math	85	85	88	66	67	69	38	40	40
Science	68	69	74	61	74	77	27	35	38
Social Science				67	68	70	32	33	33

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Hearst Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	*	84	*	53		85
Math	*	*	93	*	68		89
Science	*	*	85		*		71
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Hearst Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	77	85	31	38	38	
Math	88	88	69	43	46	
Science	79	69	*	*	31	
Social Science						

CAT/6 Test Results
All Students
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Hearst Elementary School			PUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
	Reading	76	76	74	76	74	75	41	42
Math	85	91	90	83	84	83	52	53	53

CAT/6 Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Hearst Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*		70	*	*		81
Math	*		91	*	*		92

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Hearst Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Reading	65	83	*	*	*	
Math	88	93	*	*	*	

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Students in grades three and seven participated in this assessment. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details, including grade level results, can be obtained from the CDE's website <http://star.cde.ca.gov/>.

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			
	2005	2006	2007
Statewide Rank	10	10	10
Similar Schools Rank	4	3	6

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2007	2005	2006	2007
Schoolwide - All Students	926	15	5	12
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	956	-6	28	-13
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	930	13	-3	26
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2005, 2006, and 2007 Growth API Reports

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 2006-07 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/Language Arts and 26.5% 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 (grades 2-8) and obtaining an API growth score of 590 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 2006-07		
<i>Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HES	PUSD
Overall Results	Yes	Yes
<i>Participation Rate - 2006-07</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score <i>590 or Increase API by 1 point</i>	Yes	Yes
Graduation Rate	N/A	Yes

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

N/A = not participating in Title I Program

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 2006-07, 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/.

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 eConnection, the school website, the school marquee, flyers, teacher websites, Hearst Headlines, and Hearst Student Leadership. Contact Tina LaDue at (925) 426-3772 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone

Committees

School Site Council
Parent Teacher Association

School Activities

Fall Carnival
Science Fair
Field Day
Recycling Programs
Spelling Bee
Red Ribbon Week
Starry Night
Disco Bingo
Walk thru Registration
Reflection Program

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 2002; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Replaced roof
- Installed garden beds/composter
- Transformed K-5 to digital classrooms

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 two evening custodians are assigned to Hearst Elementary School. The day custodian is responsible for:

- Groundskeeping
- Restrooms
- Cafeteria Cleanup/Setup
- Unlock Campus
- Check Playgrounds
- Clean Kids Club

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

- Restroom Cleanup
- Office Area Cleaning
- Cleaning Desktops and Whiteboards

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

Campus Description	
Year Built	2002
Acreage	11.20 ac
Square Footage	60, 231 sf
	Quantity
Permanent Classroom	37
Library	1
Day Care	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 2006-07 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 Wednesday, April 16, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2006-07, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, April 16, 2008			
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, teachers and administrators are strategically assigned to designated entrance areas and the playground. Lunch supervisors and administrators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and administrators 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 safety plan updates were discussed with staff in September 2007.

Classroom Environment

Instructional Time

All instructional time offered at Hearst Elementary School either meets or exceeds California's Education Code requirements. For the 2006-07 school year, Hearst Elementary School offered 180 days of instruction comprised of 174 regular days and 6 minimum days. Minimum days were used for parent conferences and professional development.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2006-07		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	55,915	50,400
4-5	55,915	54,000

Discipline & Climate for Learning

Hearst Elementary School's discipline policies are based upon TRIBES, which is used as a guide to develop behavior management programs, establish character education programs, encourage positive choices in behavior, promote responsibility, and promote respect. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Hearst Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the Hearst Handbook.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement on a daily basis. Hearst Elementary School sponsors the following behavioral incentive: Monarch Character Counts.

Suspensions & Expulsions			
	HES		
	04-05	05-06	06-07
Suspensions (#)	16	14	8
Suspensions (%)	2.33 %	2.09 %	1.16 %
Expulsions (#)	1	0	0
Expulsions (%)	0.15 %	0.00 %	0.00 %
PUSD Elementary Schools			
Suspensions (#)	82	86	92
Suspensions (%)	1.37 %	1.42 %	1.52 %
Expulsions (#)	1	0	0
Expulsions (%)	0.02 %	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.

Hearst Elementary School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2006-07 school year, 100% of Hearst Elementary's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2004-05	2005-06	2006-07
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	6		
1	19.7	6		
2	19.8	6		
3	19.7	6		
4	32.7		1	2
5	33.0			3
Combo 4-8	30.0		1	
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.8	5		
1	20.0	6		
2	20.0	5		
3	20.0	6		
4	33.0			3
5	33.0			3
Combo 4-8	32.0		1	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	5		
1	20.0	6		
2	20.0	6		
3	20.0	6		
4	33.0			4
5	31.5		4	
Combo K-3	20.0	1		

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Hearst Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, implementation of new programs, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as state assessment results, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2006-07 school year, Hearst Elementary School held one district wide staff development day along with two school site staff development days devoted to:

- Attention Deficit Hyperactivity Disorder
- Schoolnotes and other Great Elementary Websites
- Special Education Strategies, Writing Strategies and Instructional Strategies
- Reading, Science, Spelling and Vocabulary
- Making the Most Out of Phonemic Awareness Assessments

- Service Learning and Beyond
- Integrating Technology into the Classroom

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. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Hearst Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 09, 2007, 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 2007-2008.04 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.

Textbooks		
Adoption Year	Publisher & Series	Grades
History-Social Science		
2006	Pearson Scott Foresman, <i>History-Social Science for California</i>	K-5
Language Arts		
2003	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	1-5
Math		
2002	Scott Foresman, <i>California Mathematics</i>	K-5
Science		
2007	Macmillan/McGraw-Hill, <i>California Science</i>	K-5

School Leadership

Hearst Elementary School's principal works closely with the vice principal, school leadership team, and teaching staff in providing a well-balanced, standards-based curriculum. Principal Michael Kuhfal is responsible for the day-to-day operations of the school and overall instructional program. The principal and vice principal work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the

Leadership Team, comprised of the principal, vice principal, grade level representatives, and class representatives. 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 16 years and serving Hearst Elementary School for five years (as of 2006-07). 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, Clear Crosscultural Language and Academic Development Certificate, a Clear Multiple Subject Teaching Credential, a and Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 5 who have been identified as academically gifted through district-administered assessments. Students receive differentiated instruction from class teacher. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Hearst Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the class room by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by the homeroom teacher. Hearst Elementary School's teachers utilize Language! series, a state-approved reading intervention program and textbook adoption. Hearst Elementary monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Hearst Elementary School's special education program is staffed by resource specialist teacher, resource specialist instructional aide, and speech therapist. Instruction is provided in the least restrictive environment and based on

each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Hearst Elementary takes advantage of the district's participation in the Tri-Valley Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Hearst Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Homework Club
- Teacher Tutoring

Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Hearst Elementary School does not experience any difficulties finding substitute teachers to fill vacancies. Substitutes are available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Hearst Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least

every four years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the Peer Assistant and Review (PAR) program. Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

Hearst Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Hearst Elementary'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) 2006-07		
	No. of Staff	FTE
Counselor	1	0.5
Health Clerk	1	0.5
Nurse*	1	0.2
Speech/Language/Hearing Specialist*	1	0.2

*as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2006-07 school year, Hearst Elementary School had 37 teachers who met all credential requirements in accordance with state guidelines. Hearst Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

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.

Teacher Credentials & Assignments				
	HES			PUSD
	04-05	05-06	06-07	06-07
Total Teachers	38	35	37	739
Teachers with full credentials	38	35	37	732
Teachers without full credentials	0	0	0	7
Teachers in alternate routes to certification	0	0	0	6
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	0	0	8
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	HES	PUSD
	07-08	07-08
Total teacher misassignments	0	7
Teacher misassignments for English learners	0	1
Other misassignments of certificated staff	0	0
Teacher vacancies	0	1

Teacher Education Levels 2006-07		
	HES	PUSD
Doctorate	0.0 %	0.4 %
Master's degree plus 30 or more semester hours	2.7 %	5.8 %
Master's degree	24.3 %	24.8 %
Bachelor's degree plus 30 or more semester hours	64.9 %	60.9 %
Bachelor's degree	8.1 %	8.1 %
Less than Bachelor's degree	0.0 %	0.0 %

Percentage of Core Classes 2006-07		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Hearst Elementary School	97.0 %	3.0 %
District Totals		
All Schools	97.0 %	3.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.1 %	2.9 %

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: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational Education, Handicapped

Salary Comparison 2005-06		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,909	\$38,478
Mid-Range Teacher Salary	\$73,877	\$60,735
Highest Teacher Salary	\$89,698	\$76,906
Superintendent Salary	\$207,066	\$169,243
Average Principal Salaries:		
Elementary School	\$101,920	\$96,766
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.2%	41.9%
Administrative Salaries	5.4%	5.2%

Expense of Education Per Pupil 2005-06					
	Dollars Spent per Student				
				State Avg., Dist. Same School Size & Type	% Diff. School Size & State
	HES	PUSD	% Diff. & Dist.		
ADA*	650	15008	N/A	N/A	N/A
Total**	\$4,858	\$8,684	55.94	N/A	N/A
Restr.†	\$128	\$5,553	2.31	N/A	N/A
Unrestr.††	\$4,729	\$3,131	151.04	\$4,943	95.68
Avg. Teacher Salary	\$72,922	\$74,252	98.21	\$59,934	121.67

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Expenditures Per Student

For the 2005-06 school year, Pleasanton Unified School District spent an average of \$7,419 of total general funds to educate each student (based on 2005-06 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 <http://www.cde.ca.gov/ds/fd/ec/> and <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 2005-06 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Child Development
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Staff Development
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III – Limited English Proficient