

Pleasanton Unified School District Alisal Elementary School

Grades K through 5
Amy Simone, Principal



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2008-09 School Accountability Report Card *Published January 2010*

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Principal's Message

As principal, I have the privilege of introducing you to Alisal Elementary School. In 2005-06, we were honored in being selected as a California Distinguished School, an award the school has also received in 2001-2002, 1994-95, and 1988-89. We are proud to also have been recognized as a National Blue Ribbon School in 2003. 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 660 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. This year, we are proud to implement a new program called Heart, Head & Hands into all classrooms. This is a federally funded program that incorporates character education, social/emotional lessons, and service learning into our Language Arts program. This year, we have also formed a partnership with a local high school to provide some of our students with a one-on-one mentor or buddy. We encourage students to get involved with the community through service-learning opportunities such as The Bear Bulletin, poetry club, and student council. We are also proud to introduce our running club which encourages children to be active and healthy. 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

Instilling and modeling the "Community of Character Traits": Responsibility, Compassion, Self-Discipline, Honesty, Respect, and Integrity

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 2008-09 school year, 674 students were enrolled, including 15% in special education, 12% qualifying for English Language Learner support, and 9% qualifying for free or reduced price lunch. Alisal Elementary School achieved a 2009 Academic Performance Index (API) score of 886 and met all 2009 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2008-09 Enrollment: 674

Caucasian	56.82 %
Asian	22.11 %
Hispanic or Latino	12.02 %
Filipino	3.56 %
Multiple/No Response	2.37 %
African-Amer.	2.08 %
Amer. Indian or Alaskan Native	0.59 %
Pacific Islander	0.45 %

Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Pleasanton Unified School District or Alisal Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

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 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
	Reading			
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Alisal Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
	Language Arts	72	76	74	79	80	81	43	46
Math	75	79	78	69	69	71	40	43	46
Science	65	84	82	77	82	83	38	46	50
Social Science	0	0	0	70	74	77	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Alisal Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Language Arts	45	*	78	69	50	
Math	45	*	92	85	48		81
Science	*		90	*	72		84
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Alisal Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
	Language Arts	73	75	35	26	43
Math	77	79	53	37	44	
Science	80	84	*		55	
Social Science						

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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	10.9	28.1	55.5
Seventh	-	-	-
Ninth	-	-	-

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			
	2006	2007	2008
Statewide Rank	9	10	10
Similar Schools Rank	5	8	7

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
Results	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	886	-6	10	-7
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	932	-34	26	-23
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	898	13	1	-7
Other Subgroups				
Students with Disabilities	727	*	*	-60
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 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 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% 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 650 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 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AES	PUSD
Overall Results	Yes	Yes
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CAHSEE Exam)</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score	Yes	Yes
Graduation Rate	N/A	Yes

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 2008-09, 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/.

Title I Program Improvement (PI) Status		
	AES	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

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 by attending school events. Parents stay informed on upcoming events and school activities through teacher newsletters, the school web site, flyers, eConnection, the PTA web site, Principal's Coffee, and "Around Alisal". Contact Lori Selbrede at (925) 426-4201 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Classroom Helper
Chaperone Field Trips
Go Green Activities
PTA Sponsored Activities

Committees

School Site Council
English Learner Advisory Council
Parent Teacher Association
Go Green Committee

School Activities

Open House
Family Carnival
Pizza with the Principal
Read Across America
Read and Feed
Earth Week
Art Show
Book Fair
Red Ribbon Week
Read-A-Thon
Jump Rope for Heart

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; 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:

- Outdoor classroom (in process of being built)

Every morning before school begins, administrators and the 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:

- Groundskeeping
- Restroom Cleaning
- Cafeteria Setup/Cleanup
- Office Area Cleaning

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

- Restroom Cleaning
- Office Area Cleaning
- Cleaning Desks and Whiteboards
- Classroom 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
Libraries	1
Computer Lab(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room(s)	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 2008-09 school year, Alisal Elementary School received \$980 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

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 Thursday, November 19, 2009. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, November 19, 2009			
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, administrators and teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Noon supervisors and administrators monitor lunch time activity in the

lunch table area 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.

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 the Fall of 2009.

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		
	06-07	07-08	08-09
Suspensions (#)	19	35	28
Suspensions (%)	2.80 %	5.31 %	4.15 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PUSD Elementary Schools			
Suspensions (#)	92	104	92
Suspensions (%)	1.52 %	1.70 %	1.49 %
Expulsions (#)	0	2	4
Expulsions (%)	0.00 %	0.03 %	0.06 %

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.

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 2008-09 school year, Alisal Elementary School held three staff development days devoted to:

- Service Learning
- Character Education
- Standards Based Training for Music
- Instructional Strategies to Close Achievement Gap

- Technology
- Strategies for Working with English Language Learners
- Thinking Strategies
- 40 Developmental Assets
- Understanding by Design - Backwards Planning

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 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.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
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 22, 2009, 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. 2009-10.02 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 2009-10 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		
2007	Glencoe/McGraw-Hill, <i>Glencoe Discovering Our Past</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
Math		
2002	Macmillan/McGraw-Hill, CA <i>Mathematics Concepts, Skills, and Problem Solving</i>	0 %
Science		
2007	Macmillan/McGraw-Hill, <i>Macmillan/McGraw-Hill California Science</i>	0 %

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 Amy Simione 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, and grade level representatives. The Leadership Team meets monthly throughout the year to discuss instructional programs, staff development needs, and student achievement.

Principal Amy Simione has been in the educational field for 12 years and serving Alisal Elementary School for three years (as of 2008-09). Previous positions held in other schools include: vice principal, classroom teacher, teacher induction coach, and Title I specialist. Principal Amy Simione holds a bachelor's degree in Recreation Administration, a master's degree in Educational Administration and a master's degree in Interdisciplinary Education, a Clear Multiple Subject Teaching Credential and a Clear Administrative Services Credential.

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) 2008-09		
	No. of Staff	FTE
Adaptive PE	1	0.1
Counselor	1	0.5
Health Clerk	1	0.5
Hearing Therapist	1	*
Nurse	1	*
OCC Therapist	1	0.2
Psychologist	1	0.2
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 2008-09 school year, Alisal Elementary School had 33 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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Alisal Elementary School	100.0 %	0.0 %
District Totals		
All Schools	97.8 %	2.2 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.8 %	2.2 %

Teacher Credentials & Assignments				
	AES			PUSD
	06-07	07-08	08-09	08-09
Total Teachers	37	37	33	717
Teachers with full credentials	37	37	33	708
Teachers without full credentials	0	0	0	9
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	1	0	11
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	7
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	4

Teacher Credentials & Assignments (cont'd)		
	AES	PUSD
	09-10	09-10
Total teacher misassignments	0	4
Teacher misassignments for English learners	0	4
Other misassignments of certificated staff	0	0
Teacher vacancies	0	1

Teacher Education Levels 2008-09		
	AES	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	0.0 %	2.0 %
Master's degree	15.2 %	14.2 %
Bachelor's degree plus 30 or more semester hours	57.6 %	61.4 %
Bachelor's degree	27.3 %	21.5 %
Less than Bachelor's degree	0.0 %	0.3 %

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$40,786
Mid-Range Teacher Salary	\$80,752	\$65,726
Highest Teacher Salary	\$98,045	\$85,230
Superintendent Salary	\$227,002	\$191,155
Average Principal Salaries:		
Elementary School	\$125,034	\$106,548
Percentage of General Fund Expenditures for:		
Teacher Salaries	42.8%	40.6%
Administrative Salaries	5.2%	5.3%

Expenditures Per Student

For the 2007-08 school year, Pleasanton Unified School District spent an average of \$8,531 of total general funds to educate each student (based on 2007-08 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation

- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	AES	PUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	614	13920	N/A	N/A	N/A
Total**	\$6,155	\$5,744	107.16	N/A	N/A
Restr.†	\$188	\$235	80.03	N/A	N/A
Unrestr.††	\$5,967	\$5,509	108.31	\$5,512	108.25
Avg. Teacher Salary	\$86,421	\$81,446	106.11	\$65,905	131.13

* 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 location 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 12/2009.