Hearst Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Pleasanton Unified School District
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School Description

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 2018 California Distinguished School. Our namesake, Phoebe Apperson Hearst, was a staunch supporter of education, service to community, and early kindergarten movement, and co-founded the Parent Teacher Association (PTA). When you step foot onto our campus you will immediately feel the warmth and our strong commitment towards children.

Hearst's staff of just over 60 worked to meet the needs of our 712 TK-5 students last year. Through ongoing collaboration, our teachers have developed a program that exemplifies high academic standards, character education with the integration of technology. During the 2012-13 school year, we began preparing for Common Core State Standards which were fully implemented in the 2014-15 school year. Our experienced staff meets student needs through data analysis, individualized and differentiated instruction. Our school-wide rules of Showing Respect, Solving Problems and Making Good Decisions promote personal responsibility. Each month we focus on one of the District's Community of Character Traits: Responsibility, Compassion, Self-Discipline, Honesty, Respect and Integrity.

Our parent and community involvement is essential to our success. Through ongoing communication and teamwork, we are confident that Hearst students will continue to succeed. We are excited about our school accomplishments and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement
Our school is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a lifelong passion for learning. Students, staff, parents, and the Pleasanton community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core academic areas as well as character development.

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

School Profile
Hearst Elementary School is located in the southern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2018-19 school year, 705 students were enrolled, including 11% in special education, 9% qualifying for English Language Learner support, and 6.6% qualifying for free or reduced price lunch.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	96
Grade 2	96
Grade 3	130
Grade 4	125
Grade 5	144
Total Enrollment	705

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
Asian	55.5
Filipino	0.4
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.3
White	27.4
Two or More Races	4.7
Socioeconomically Disadvantaged	8.1
English Learners	15.7
Students with Disabilities	7.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Hearst Elementary	17-18	18-19	19-20
With Full Credential	29	30	28
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasanton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	650.16
Without Full Credential	♦	♦	15.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hearst Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
Instructional Materials
All textbooks used in the core curriculum at Hearst Elementary School are currently being aligned to the California State Standards. 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 24, 2019, 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 2019-2020.004 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 2019-20 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 and Instructional Materials
Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/2017, Benchmark Advance Intervention/2017, Lucy Calkins- Units of Study for Teaching Reading/2017, Lucy Calkins- Units of Study for Teaching Writing/2017
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Eureka Math
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	Twig Education, Inc. 2019
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison WesleyHistory-Social Science
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017
	The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)
School Facilities & Maintenance

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hearst Elementary School's original facilities were built in 2000; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process issued by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Hearst Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning
- Unlocking the campus
- Checking the playgrounds
- Cleaning the Kids Club
- Events set up/tear down

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

- Classroom cleaning
- Cleaning desktops and whiteboards
- Restroom cleaning
- Health office area cleaning
- Groundskeeping
- Events set up/tear down
- Locking the campus

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

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.

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 12/27/18. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-2019, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/26/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	82	77	81	79	50	50
Math	87	84	77	75	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	24.3	45.3	16.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	399	98.28	77.44
Male	207	204	98.55	72.55
Female	199	195	97.99	82.56
Black or African American	--	--	--	--
Asian	237	232	97.89	86.64
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.00	36.36
White	112	111	99.11	73.87
Two or More Races	17	17	100.00	52.94
Socioeconomically Disadvantaged	33	31	93.94	45.16
English Learners	94	91	96.81	72.53
Students with Disabilities	33	33	100.00	48.48

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	402	99.01	84.33
Male	207	206	99.52	81.55
Female	199	196	98.49	87.24
Black or African American	--	--	--	--
Asian	237	235	99.16	93.62
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.00	48.48
White	112	111	99.11	79.28
Two or More Races	17	17	100.00	70.59
Socioeconomically Disadvantaged	33	32	96.97	43.75
English Learners	94	93	98.94	84.95
Students with Disabilities	33	33	100.00	63.64

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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 groups, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, Hearst Student Leadership Team, eConnection, teacher websites, "HearstHeadlines", and our Hearst PTA website. Contact Rina Moran at (925) 426-3772 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Committees Heads
Leadership on PTA Executive Board

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council
Caring Heart Committee
School Smarts Parent Group

School Activities
Walk-Thru Registration
Ice Cream Social
Fun Run
Hearst Go Green Team
Red Ribbon Week
Reflection Program
Disco Bingo
Cultural Fair
Spring Auction
Spring Carnival
Field Day

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
•   Pupil suspension rates;
•   Pupil expulsion rates; and
•   Other local measures on the sense of safety.

School Safety Plan
The Comprehensive School Site Safety Plan was developed for Hearst Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.8	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.7	2.0
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1410.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.5
Other	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	13	6	1		13	6	1		14	7	1	
1	25		4		25		4		24		4	
2	25		4		26		4		24		4	
3	25		5		23		5		22	1	5	
4	32		3	1	33			4	31		4	
5	33			4	33			4	29		5	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

Staff Development

All training and curriculum development activities at Hearst Elementary School revolve around the California State Standards. During the 2019-20 school year, Hearst Elementary School held staff development devoted to:
- Data Analysis
- Building Inclusion
- Equity Training
- California State Standards
- Social Emotional Learning
- Bullying/Cyberbullying
- English Learner Strategies
- Backwards Planning
- Curriculum Mapping
- At-Risk Strategies
- Phonemic Awareness
- Science
- Digital Classroom Technology Training
- TWIG Science Curriculum

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hearst Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2019-20 school year, Hearst Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District.
- Structured Literacy & Dyslexia
- TWIG Science Curriculum
- Planning Next Steps With An Equity Lens
- Social Emotional Learning
- California State Standards
- Bridging the Achievement Gap Using SMART Technologies
- Setting Measurable Goals for Struggling Readers
- Implementing iCommunication in the Classroom
- Special Education Job Alike
- Illuminate Online Training
- Getting Started with Google Sites
- Intervention Specialist Job Alike
- Google in Education California Summit
- Report Card Training
- Math Workshop Model Training

 Standards

Hearst Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,695	$51,374
Mid-Range Teacher Salary	$88,079	$80,151
Highest Teacher Salary	$107,982	$100,143
Average Principal Salary (ES)	$136,744	$126,896
Average Principal Salary (MS)	$147,968	$133,668
Average Principal Salary (HS)	$152,132	$143,746
Superintendent Salary	$270,300	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6257.29	394.66	5862.62	90582
District	N/A	N/A	6040	$92,066.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.0	5.0
School Site/ State	-7.4	19.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
FY18-19

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received categorical, special education, and support programs funds for:
- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV br/> Vocational Programs

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.