Alisal Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Alisal Elementary School
Street	1454 Santa Rita Rd.
City, State, Zip	Pleasanton, CA 94566-7498
Phone Number	(925) 426-4200
Principal	Elias Muniz
Email Address	emuniz@pleasantonusd.net
School Website	https://alisal.pleasantonusd.net
County-District-School (CDS) Code	01751016002315

2023-24 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website	www.pleasantonusd.net

2023-24 School Description and Mission Statement

Principal's Message:

Alisal Elementary School is located in the heart of Pleasanton, just down the road from historic Main Street. 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, serving approximately 527 students in transitional kindergarten through fifth grade, including a complete flow-through program for our students with special needs. Approximately, 5.9% of our students are considered low-income, 14% are students with disabilities, and 16.3% are English Learners. At Alisal, we pride ourselves on holding high expectations and standards for all students.

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, allows 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. All grade levels have developed essential standards in both reading and math and work collaboratively to ensure that every student masters these standards through regular grade-level meetings that focus on learning and growth for all.

Character education is also an integral part of our program. Using the components and philosophy of Positive Behavioral Interventions and Supports (PBIS), we work to connect character education to our curriculum and to school-wide activities. In addition, we have an amazing partnership with a local high school which allows us to provide some of our students with one-on-one mentors. We encourage students to get involved with the community through service-learning opportunities provided through our leadership club. Finally, parent and community involvement play an integral role in the success of Alisal. Our Parent-Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC) work together to support and enrich our school programs. At Alisal, we are proud that our families, children, staff, and community members work together to create a learning environment that is conducive for children to succeed and develop a love of learning.

Mission Statement
At Alisal, our Mission is to inspire and embrace the whole child by ensuring high levels of learning and growth for all. It is this mission that guides our decision-making and grounds us in our practice.

2023-24 School Description and Mission Statement

Vision
At Alisal, our vision is to build, nurture, and strengthen collaborative teams with a focus on learning for all. Alisal teams will seek evidence and information in a timely manner, using it to promote continuous growth.

School Profile
Alisal Elementary School is located in the eastern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional school year calendar.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	75
Grade 2	98
Grade 3	73
Grade 4	74
Grade 5	90
Total Enrollment	513

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6%
Male	55.4%
American Indian or Alaska Native	1%
Asian	48.9%
Black or African American	1.6%
Filipino	2.3%
Hispanic or Latino	10.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.2%
White	28.5%
English Learners	17%
Homeless	0.2%
Socioeconomically Disadvantaged	7.4%
Students with Disabilities	13.8%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	77.88	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	18.44	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.69	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	27.10	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.70	76.72	551.00	90.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.88	11.70	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.70	0.78	11953.10	4.28
Unknown	5.00	19.40	38.10	6.25	15831.90	5.67
Total Teaching Positions	25.70	100.00	610.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	5.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20	7.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	6.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Alisal 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 Thursday, September 28th, 2023, 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 2023-2024.07, 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 2023-24 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.

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017, University of Florida Learning Institute(UFLI) Phonics/2022, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins-Units of Study for Teaching Writing/2017	Yes	0
Mathematics	Eureka Math 2015	Yes	0
Science	Twig Education, Inc. 2019	Yes	0
History-Social Science	Teachers' Curriculum Institute, California 2021	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017	Yes	0

School Facility Conditions and Planned Improvements

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.

Every morning before school begins, the administrator and custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One-day custodian and 1.5 evening custodian are assigned to Alisal Elementary School. The day custodian is responsible for:
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

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

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 2016-17 school year, Alisal Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection.
The district's maintenance department inspects Alisal Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alisal Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 9/14/21. No emergency repairs were needed and no unsafe conditions were found. During the fiscal year 2022-2023, all restrooms were fully functional and available for student use.

Year and month of the most recent FIT report	7/25/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	63	66	78	78	47	46
Mathematics (grades 3-8 and 11)	62	64	73	74	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	251	96.91	3.09	66.14
Female	115	110	95.65	4.35	69.09
Male	144	141	97.92	2.08	63.83
American Indian or Alaska Native	--	--	--	--	--
Asian	123	121	98.37	1.63	76.03
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	28	87.50	12.50	32.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	61.90
White	71	70	98.59	1.41	65.71
English Learners	26	22	84.62	15.38	31.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.86	7.14	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	16.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	253	97.68	2.32	64.43
Female	115	111	96.52	3.48	62.16
Male	144	142	98.61	1.39	66.20
American Indian or Alaska Native	--	--	--	--	--
Asian	123	121	98.37	1.63	74.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	61.90
White	71	69	97.18	2.82	66.67
English Learners	26	25	96.15	3.85	16.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.43	3.57	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	55.79	57.47	63.15	62.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	87	95.60	4.40	57.47
Female	41	39	95.12	4.88	56.41
Male	50	48	96.00	4.00	58.33
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	67.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	65.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	12	92.31	7.69	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	25.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.5%	92.3%	87.9%	93.4%	93.4%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Alisal 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 attending school events. Parents stay informed on upcoming events and school activities through flyers, the school website, teacher newsletters, ParentSquare, and the "Around Alisal" newsletter. Contact the office at 426-4200, or your child's teacher, for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:
Chaperone Field Trips
Classroom Volunteer
PTA Sponsored Activities
Art in Action, Fun Run, Multi-Cultural Fair, Different is Awesome Week, Etc.

Committees:
English Learner Advisory Council (ELAC)
Parent Teacher Association (PTA)
PBIS Committee
School Site Council (SSC)
Alisal Welcome Committee
Site Tech Committee

School Activities:
Family Carnival
Monthly Flag Salute
Back to School Night
Open House
Art Show
Book Fair and Social Nights

2023-24 Opportunities for Parental Involvement

Different is Awesome Week
Family Science Nights
Movie Nights
Restaurant Nights

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	588	568	86	15.1
Female	263	256	32	12.5
Male	325	312	54	17.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	294	280	32	11.4
Black or African American	15	14	5	35.7
Filipino	13	12	1	8.3
Hispanic or Latino	60	58	16	27.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	39	39	4	10.3
White	157	156	27	17.3
English Learners	106	104	15	14.4
Foster Youth	1	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	65	62	17	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	80	23	28.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.17	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0
Female	0.38	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.34	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.22	0

2023-24 School 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 by school staff and updated in the Fall of 2023. Staff responsibilities and safety plan updates were discussed with staff and voted and approved by the Alisal School Site Council.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	4	
1	23		3	
2	17	1	3	
3	28		3	1
4	22	1	3	
5	28		4	
Other	12	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	11		
1	12	10		
2	12	5	1	
3	13	3	3	
4	22	1	3	
5	23	2		2
Other	7	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	9	0	0
1	11	6	0	0
2	23	0	4	0
3	17	4	0	0
4	23	0	3	0
5	28	0	3	0
6	0	0	0	0
Other	11	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	513

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7351	384	6967	104850
District	N/A	N/A	6590	$100,390
Percent Difference - School Site and District	N/A	N/A	5.6	7.3
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	5.5	17.1

Fiscal Year 2022-23 Types of Services Funded

FY22-23

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2022-203 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$66,800	$55,550
Mid-Range Teacher Salary	$96,938	$84,645
Highest Teacher Salary	$118,844	$111,284
Average Principal Salary (Elementary)	$153,163	$139,860
Average Principal Salary (Middle)	$161,905	$146,440
Average Principal Salary (High)	$170,673	$158,447
Superintendent Salary	$340,068	$278,268
Percent of Budget for Teacher Salaries	39.4%	32.21%
Percent of Budget for Administrative Salaries	6.71%	4.89%

Professional Development

All training and curriculum development activities at Alisal Elementary School revolve around the best practices in instruction at all Tiers. Tier I focus is on initial best practices to support all learners. Tiers II and III training focus on additional instructional techniques and programs to meet the targeted needs of our student population as dictated by grade-level common assessments on essential standards and district literacy assessments.

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alisal Elementary School supports ongoing professional growth throughout the year. Teachers meet in grade-level teams to conduct data analysis to identify areas of need. In addition, the teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. At the site level, professional development is provided during Wednesday morning meetings, offered as after-school SDR options, and supported through coaching and modeling in the classrooms. Both our principal and our site intervention specialist team meet with teachers and grade levels to offer and support continual growth for teachers. Additionally, attendance at conferences that offer PD in areas of focus for the site or the grade level is encouraged. Learning that takes place at these conferences is then shared with all staff or grade-level peers as appropriate. Finally, instructional aides are provided targeted training focused on teaching strategies, behavior strategies, and curriculum content and receive job-related training from department supervisors and district representatives.

For the 2022/2023 School Year, our areas of focus for Staff Development will be as follows:
*Effective Tier I Instruction
*Continuing the Work of the Four Questions in a Remote Environment
*Assessment Literacy
*Instructional Agility
*Inclusion

In addition, we provide ongoing, differentiated staff development for individual teachers as well as teacher groups based on need and desire.

During the 2022/2023 school year, Alisal Elementary School held staff development in the following areas:
*Assessment Literacy (developing effective common assessment and delivering feedback)
*Instructional Agility (responding in a timely and effective way to assessment information)
*Inclusion (ensuring that ALL students on campus are learning at high levels)

During the 2022/2023 school year, Alisal Elementary School held staff development devoted to the continued implementation

Professional Development

of becoming a Professional Learning Community as well as best practices for Instruction at all levels.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3