

Pleasant View Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pleasant View Elementary School
Street	14004 Road 184
City, State, Zip	Porterville, CA 93257-9214
Phone Number	(559) 784-6769
Principal	Mark Odsather
Email Address	marko@pleasant-view.k12.ca.us
Website	www.pleasant-view.org
County-District-School (CDS) Code	54 72058 6054217

Entity	Contact Information
District Name	Pleasant View Elementary School District
Phone Number	(559) 784-6769
Superintendent	Mark Odsather
Email Address	marko@pleasant-view.k12.ca.us
Website	www.pleasant-view.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Welcome to Pleasant View School! This report will provide you, parents and community members, with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our community and school through the information provided. We encourage all community members to visit to become familiar with our unique small school.

The staff at Pleasant View School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every child to have a personalized learning experience.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Pleasant View School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Vision Statement

"Our vision is to prepare all students to meet life's challenges, and to be ethical and productive members of society. By learning to use critical thinking, divergent thinking, and problem solving skills, our students will be able to meet the demands of an ever changing global society, and competitive job market

- (Pleasant View Staff 2013)

School Profile (School Year 2017-18)

Pleasant View School District is located in the "Heart of the San Joaquin Valley" in Tulare County, just seven miles west of the City of Porterville. The school received its name from the sweeping view the school has of the foothills and the Sierra Nevada Mountains. The school was founded in

1875 and has served its community for over 140 years. Pleasant View School District continues to provide a quality educational experience for its students.

Pleasant View Elementary School is committed to meeting the various needs of all its students. The Educational programs at Pleasant View focus on meeting every child where they are at and helping them to grow. In order to do this Pleasant View uses many adaptive based online programs to guide our teachers in making the best

instructional decisions for each individual child. Pleasant View Elementary School served 482 students in grades Transitional Kindergarten through eighth during the 2018-19 school year. Classes are taught on a traditional school calendar made up of three trimesters.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	46
Grade 2	51
Grade 3	42
Grade 4	44
Grade 5	62
Grade 6	48
Grade 7	63
Grade 8	56
Total Enrollment	471

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Filipino	4.5
Hispanic or Latino	89.6
White	3.4
Two or More Races	0.2
Socioeconomically Disadvantaged	90.9
English Learners	70.5
Students with Disabilities	3.6
Foster Youth	1.1
Homeless	1.9

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16.5	18	23	23
Without Full Credential	5	4	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: October 2019

The school district held a public hearing on September 10, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders K-6 McGraw Hill - Study Sync 7th-8th Summit Learning 4th-8th	Yes	0
Mathematics	Engage New York (K-5) (6th-8th Grade) Pearson Connected Mathematics Summit Learning 4th-8th	Yes	0
Science	Houghton Mifflin 2014 McDougal Littell 2008 Summit Learning 4th-8th	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	MacMillan/ McGraw Hill 2014 McDougal Littell 2008 Summit Learning 4th-8th	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities (School Year 2018-19)

Pleasant View Elementary School provides a safe and clean environment for students, staff, and volunteers. The school facilities currently include two libraries, two multipurpose cafeterias, two staff lounges, 33 permanent classrooms, 14 portable classrooms, and three playgrounds.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, district office. The condition of the school is well kept and the grounds are kept clean as well as buildings and restrooms. Currently, 100% of the school's restrooms are in good working order.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repair.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/22/2019

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	16	18	16	18	50	50
Mathematics (grades 3-8 and 11)	12	15	12	15	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	321	99.69	0.31	17.76
Male	167	167	100.00	0.00	16.17
Female	155	154	99.35	0.65	19.48
Black or African American					
American Indian or Alaska Native					
Filipino	18	18	100.00	0.00	27.78
Hispanic or Latino	279	279	100.00	0.00	17.20
Native Hawaiian or Pacific Islander					
White	18	17	94.44	5.56	23.53
Two or More Races					
Socioeconomically Disadvantaged	293	293	100.00	0.00	17.06
English Learners	234	234	100.00	0.00	13.25
Students with Disabilities	21	21	100.00	0.00	0.00
Students Receiving Migrant Education Services	11	11	100.00	0.00	45.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	321	99.69	0.31	14.64
Male	167	167	100.00	0.00	14.97
Female	155	154	99.35	0.65	14.29
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino	18	18	100.00	0.00	16.67
Hispanic or Latino	279	279	100.00	0.00	14.70
Native Hawaiian or Pacific Islander					
White	18	17	94.44	5.56	17.65
Two or More Races					
Socioeconomically Disadvantaged	293	293	100.00	0.00	13.99
English Learners	234	234	100.00	0.00	11.54
Students with Disabilities	21	21	100.00	0.00	0.00
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.7	16.7	8.3
7	10.1	4.3	5.8

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.

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 & Community Involvement (School Year 2018-19)

Our school has strong parent support. We welcome parents to serve on the school site council and volunteer at our school. Our opening day packet and school handbook gives more information about how parents can get involved. We are proud of how our parents actively support their children at Pleasant View Elementary. The district has partnered with Save the Children to offer the Early Steps to School Success program providing parents with early child development strategies 0-5. In addition the district provides the Vroom program with child parent groups and monthly parent education sessions. The Pleasant View Education Foundation has led a trip to Florida in the 17-18 school year and is currently planning a trip to Washington D.C. and New York for our students in the spring of 2020. The active PTO organizes activities, including the fall carnival, and fall and spring book fairs. Parents may contact the school offices if they wish to volunteer at Pleasant View 5th-8th (559) 784-6769, Pleasant View TK-4th (559) 788-2002.

Contact Information

Parents who wish to participate in Pleasant View Elementary School's leadership teams, school committees, school activities, or to become a volunteer may contact the school's office at (559) 784-6769.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	8.3	4.2	0.2	8.3	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safe School Plan (School Year 2018-19)

To ensure student safety, supervision is provided on campus at all times by administrators, teachers, and classified staff. All visitors to the campus must have administrative approval and are required to sign in at the office and display a visitor's pass at all times. Pleasant View Elementary School's Safety Plan updated annually in the fall by the School Site Council, which consists of administrators, teachers, classified staff, and parents. Safety of students and staff is a primary concern of Pleasant View Elementary School.

The key elements to the Safety Plan are ensuring the students and staff know what to do during disasters, lockdowns, and evacuations. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster drills are held regularly throughout the year; fire drills are held each month, earthquake drills are held twice a year. Procedures are in place in the event the campus needs to be secured.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	18			22		12		27		10	1
1	20	12			18	18			25		10	1
2	16	18			21	6	6		19	15		1
3	22		18		24		12		23		10	1
4	24		12		31		12		24		10	1
5	20	12	6		26		12		23	5	10	1
6	22	2	12		22		18		26		10	1
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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,536	\$1,354	\$10,182	\$74,247
District	N/A	N/A	\$10,182	\$74,247.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	30.2	13.4

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 (Fiscal Year 2018-19)

District Revenue Sources (Fiscal Year 2018-19)

In addition to LCFF base and supplemental general fund state funding, Pleasant View School District received state aid for the following categorical, special education, and support programs:

- * Title I
- * Title II
- * Title III
- * Lottery
- * Tobacco Use Prevention Education (TUPE)
- * Rural Education Achievement Grant
- * Education Protection Account
- * Educator Effectiveness Grant
- * Emergency Repair Program
- *CSI

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,086	\$45,252
Mid-Range Teacher Salary	\$73,611	\$65,210
Highest Teacher Salary	\$93,292	\$84,472
Average Principal Salary (Elementary)	\$98,283	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$147,570	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district annually offers eight staff development days. Staff development topics included the following:

- Instructional Rounds
- Collaborative Learning
- Formative Assessments
- Competency Based Learning/Assessment

- * Kagan Strategies
- * Math Professional Development
- * Personalized Learning
- * Project Based Learning
- * Co-Teaching Training
- * Summit Learning
- * Trauma Informed Classroom
- * ELD Training
- * NWEA MAP assessment training
- * LEXIA Trainin
- * Reading Plus Training
- * Dreambox Training
- * Active Shooter Training
- * Intervention Strategies Training
- * Building a community in the classroom / schoolwide
- * Data Driven Decision Making and Planning

Teachers are supported by ongoing opportunities to reflect on their practice. Learning is re-visited throughout the school year through an ongoing cycle of reflection, involving support staff, teachers, consultants, and administrators.