

# Pleasant View Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Pleasant View Elementary School
<b>Street</b>	14004 Road 184
<b>City, State, Zip</b>	Porterville, CA 93257-9214
<b>Phone Number</b>	(559) 784-6769
<b>Principal</b>	Kimberly Parrish
<b>Email Address</b>	kparrish@pleasant-view.k12.ca.us
<b>School Website</b>	www.pleasant-view.org
<b>County-District-School (CDS) Code</b>	54 72058 6054217

## 2022-23 District Contact Information

<b>District Name</b>	Pleasant View Elementary
<b>Phone Number</b>	(559) 784-6769
<b>Superintendent</b>	Mark Odsather
<b>Email Address</b>	marko@pleasant-view.k12.ca.us
<b>District Website Address</b>	www.pleasant-view.org

## 2022-23 School Overview

### Principal's Message

Welcome to Pleasant View School! This report will provide you, parents, and community members with information about the exciting learning opportunities we are creating for our students. You will find information about the school's achievements, the many resources we have available, our wonderful students, and our amazing staff. We strongly believe that parents and community members are an integral part in the learning and development of our students. Therefore, we encourage and welcome all partners to visit our school to see what we have to offer our students and community.

Our hard-working staff are both skilled and dedicated to the success of our students. We believe each child is unique and deserving of a rich educational experience, which includes an environment that is physically and emotionally safe and conducive to learning. We are fortunate to have experienced and knowledgeable teachers, who are eager to make a difference and view themselves as lifelong learners. 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 children have special talents and are given opportunities to develop those talents. 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 broad and rich personalized learning experience.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program reflects 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 work together, our students will be challenged to reach their maximum potential.

### Vision Statement

Pleasant View's vision is to build the self-efficacy of all learners in the system. We believe the path to do this lies within building strong relationships. Our learning environment aims to be individualized to the learner and flexible enough to meet

## 2022-23 School Overview

their needs at any given time. We want our students to be self-directed and focused on building the Habits of Success into all our learners.

### School Profile (School Year 2021-2022)

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 426 students in grades Transitional Kindergarten through eighth during the 2021-2022 school year. Classes are taught on a traditional school calendar made up of three trimesters.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	42
Grade 2	43
Grade 3	55
Grade 4	48
Grade 5	45
Grade 6	46
Grade 7	49
Grade 8	51
<b>Total Enrollment</b>	<b>426</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.9
Asian	0.0
Black or African American	0.0
Filipino	5.4
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	5.9
English Learners	61.7
Foster Youth	0.2
Homeless	1.2
Migrant	4.0
Socioeconomically Disadvantaged	91.8
Students with Disabilities	6.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	89.15	17.80	89.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.00	1.00	5.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.00	1.00	5.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.10	0.80	0.10	0.80	18854.30	6.86
<b>Total Teaching Positions</b>	20.00	100.00	20.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on September 14th, 2021, 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 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill - Wonders K-6 McGraw Hill - Study Sync 7th-8th Summit Learning 4th-8th (2016)	Yes	0
<b>Mathematics</b>	Engage New York (K-5) (6th-8th Grade) Pearson Connected Mathematics Summit Learning 4th-8th (2016)	Yes	0
<b>Science</b>	Houghton Mifflin 2014 McDougal Littell 2008 Summit Learning 4th-8th (2016)	Yes	0
<b>History-Social Science</b>	MacMillan/ McGraw Hill 2014 McDougal Littell 2008 Summit Learning 4th-8th (2016)	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

### School Facilities (School Year 2021-2022)

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, and district office. The condition of the school is well kept and the grounds are kept clean as well as the 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.

### Year and month of the most recent FIT report

08/20/2021

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	15	N/A	15	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	13	N/A	13	N/A	33

## 2021-22 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
<b>All Students</b>	307	304	99.02	0.98	14.80
<b>Female</b>	148	146	98.65	1.35	19.18
<b>Male</b>	159	158	99.37	0.63	10.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	12	12	100.00	0.00	25.00
<b>Hispanic or Latino</b>	265	263	99.25	0.75	14.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	22	100.00	0.00	22.73
<b>English Learners</b>	187	185	98.93	1.07	5.95
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	281	279	99.29	0.71	13.98
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	38.46
<b>Students with Disabilities</b>	23	23	100.00	0.00	0.00

## 2021-22 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
<b>All Students</b>	307	304	99.02	0.98	12.50
<b>Female</b>	148	146	98.65	1.35	10.27
<b>Male</b>	159	158	99.37	0.63	14.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	12	12	100.00	0.00	25.00
<b>Hispanic or Latino</b>	265	263	99.25	0.75	12.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	22	100.00	0.00	9.09
<b>English Learners</b>	187	185	98.93	1.07	4.86
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	281	279	99.29	0.71	11.47
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	15.38
<b>Students with Disabilities</b>	23	23	100.00	0.00	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	11.88	NT	11.88	28.5	29.47

## 2021-22 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
<b>All Students</b>	101	101	100	0	11.88
<b>Female</b>	43	43	100	0	9.3
<b>Male</b>	58	58	100	0	13.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	90	90	100	0	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	62	62	100	0	3.23
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	95	95	100	0	12.63
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	89.00	98.00	35.00	98.00	91.00
Grade 7	94.00	98.00	100.00	98.00	100.00

## 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.

#### 2022-23 Opportunities for Parental Involvement

##### Parent & Community Involvement (School Year 2021-2022)

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 give 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, unfortunately, this has been delayed due to the pandemic. 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	466	55	11.8
Female	230	225	29	12.9
Male	252	241	26	10.8
American Indian or Alaska Native	4	4	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	23	23	2	8.7
Hispanic or Latino	426	411	44	10.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	28	28	9	32.1
English Learners	287	282	19	6.7
Foster Youth	2	2	0	0.0
Homeless	11	7	0	0.0
Socioeconomically Disadvantaged	441	429	53	12.4
Students Receiving Migrant Education Services	18	18	1	5.6
Students with Disabilities	33	32	7	21.9

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.19	3.19	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.70	0.00	2.70	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.70	0.00
Female	2.61	0.00
Male	2.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	4.35	0.00
Hispanic or Latino	2.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.95	0.00
Students Receiving Migrant Education Services	5.56	0.00
Students with Disabilities	9.09	0.00



## 2022-23 School Safety Plan

### Safe School Plan (School Year 2021-2022)

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 is updated annually and was approved by the School Site Council in December 2021, approved by the School Board in January 2022. Stakeholders consist of administrators, teachers, classified staff, and parents. The 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 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	15	5	1
1	27		6	
2	25		10	1
3	28		10	1
4	24	2	8	1
5	26		10	1
6	22	15		1
Other	47			1

## 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	16	7	10	1
1	21	5	5	
2	29		10	1
3	24		10	1
4	26		10	1
5	26		10	1
6	25		10	1
Other	46			1

## 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	16	18		
1	14	18		
2	14	18		
3	28		12	
4	16	18		
5	15	18		
6	23		12	

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,319	\$3,087	\$11,232	\$78,402
District	N/A	N/A	\$11,232	\$82,013
Percent Difference - School Site and District	N/A	N/A	0.0	-2.3
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	52.0	3.8

## 2021-22 Types of Services Funded

District Revenue Sources (Fiscal Year 2020-21)

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$54,975	\$46,844
<b>Mid-Range Teacher Salary</b>	\$79,268	\$73,398
<b>Highest Teacher Salary</b>	\$100,463	\$93,345
<b>Average Principal Salary (Elementary)</b>	\$105,837	\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$152,596	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	23%	30%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

### 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 Training
- \* Reading Plus Training
- \* Dreambox Training
- \* Active Shooter Training
- \* Intervention Strategies Training
- \* Building a community in the classroom / schoolwide
- \* Data Driven Decision Making and Planning
- \* ThinkSRSD Writing Training
- \* Thrively Training
- \* Online Engagement Strategies
- \* Effective Use of Online Learning Platforms
- \* Uplevel Training

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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	10	8