

PLEASANT VIEW SCHOOL DISTRICT

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PLEASANT VIEW ELEMENTARY SCHOOL DISTRICT

MINUTES

SPECIAL BOARD MEETING

BOARD OF TRUSTEES

Thomas Barcellos

President & Clerk

Alexander Garcia

Vice President

Davy Gobel

Rusty Gobel

Bridget Kidder

January 28th, 2025
Pleasant View West Cafeteria

14004 Road 184
Porterville, CA

CALL TO ORDER - ROLL CALL: Rusty Gobel, called the meeting to order, at 4:30 pm and the following were in attendance:

Mark Odsather

District Superintendent

Kimberly Parrish

Principal

Niguel Baxter

Business Manager

BOARD:

Davy Gobel

Rusty Gobel

Bridget Kidder

ABSENT; Tom Barcellos, Alex Garcia

AGENDA: On a motion by Rusty Gobel and a second by Davy Gobel the board approved the Agenda. (3-0) (Ayes; Davy Gobel, Bridget Kidder, Rusty Gobel; Absent; Alex Garcia, Tom Barcellos)

PUBLIC COMMENT: No Comment

OLD BUSINESS:

1. M. Odsather presented the updated California Community Schools Partnership Plan to the board for discussion and review. On a motion by Rusty Gobel and a second by Davy Gobel the board voted to approve the plan. (3-0) (Ayes; Davy Gobel, Bridget Kidder, Rusty Gobel; Absent; Alex Garcia, Tom Barcellos) (Exhibit A)

ADJOURNMENT:

On a motion by Rusty Gobel and a second by Davy Gobel the board voted to adjourn. At 4:48pm. (3-0) (Ayes; Davy Gobel, Bridget Kidder, Rusty Gobel; Absent; Alex Garcia, Tom Barcellos)

Respectfully submitted,



Mark Odsather,
Secretary



Tom Barcellos, President & Clerk
or Alex Garcia, Vice President



PLEASANT VIEW
FALCONS

Pleasant View Elementary's



California Community School Partnership Program (CCSPP)

Implementation Plan

For the 2024-2025 Funding Cycle from CDE

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Core Commitments

Pleasant View Elementary and PVESD have a shared vision 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.”

Since March of 2020, Pleasant View Elementary and PVESD have frequently engaged with key school stakeholders and community-based partners to assess the impact of the COVID-19 pandemic on students, families, and community members. These efforts have helped Pleasant View Elementary and PVESD school leaders identify the needs and service gaps related to student academic achievement, social-emotional well-being, physical health, nutrition, and mental/behavioral health.

By implementing a community school model at PVESD with fidelity, the district leadership and community stakeholders will better meet the needs of the students, families, and community members who call the PVESD catchment area home. To fulfill this vision, Pleasant View Elementary and PVESD will work to accomplish the four CCSPP Implementation Project goals:

Goal 1: Improve the quality and increase the scope of integrated student support services within each PVESD community school’s Multi-Tiered System of Support.

Goal 2: Increase opportunities for expanded and transparent engagement with parents and family members and build the capacity of parents and families to partner effectively in their child’s education and healthy development.

Goal 3: Enhance professional learning and collaboration opportunities among Pleasant View Elementary administrators, teachers, and student support staff to improve student and school outcomes.

Goal 4: Enhance expanded learning opportunities to improve students’ academic achievement, social-emotional well-being, physical fitness, physical health, and mental/behavioral health.

Together, Pleasant View Elementary’s CCSPP Implementation Project goals align with the Four Pillars of the California Community Schools Framework, and the activities corresponding with each goal will advance Pleasant View Elementary’s efforts to promote the Four Cornerstone Commitments of Community Schools from the baseline established during the community schools planning period. The established phases are (1) *Exploration*, (2) *Emerging*, (3) *Evolving*, and (4) *Excelling*. The following table details Pleasant View Elementary’s developmental phase related to the four Cornerstone Commitments of the CCSPP.

CORNERSTONE COMMITMENTS RANKING FOR JOHANSEN HIGH SCHOOL	
<i>Cornerstone Commitment To</i>	<i>Developmental Phase</i>
Assets-Driven and Strength-Based Practice	Evolving
Racially Just and Restorative School Climates	Evolving
Powerful, Culturally Proficient, and Relevant Instruction	Evolving
Shared Decision-Making and Participatory Practices	Excelling

The following tables identify Pleasant View Elementary’s CCSPP Goals and how they align with the district’s LCAP Goals and the CDE’s CCSSPP Pillars and Cornerstone Commitments.

GOAL ONE: Improve the quality and increase the scope of integrated student support services within each PVESD community school.

<i>Aligns with:</i>	<i>Details of Alignment</i>
PVESD LCAP Goal One	Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness, precisely as described on page 46 of 83: “Multi-Tiered Systems of Support: “Through data-driven decision-making, PVESD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. The use of LCFF Supplemental Funds will support unduplicated populations and their needs.”
CDE’s CCSPP Pillar One	Integrating MTSS within the proposed community school site meets CDE’s Pillar One for Integrated Student Support.
CDE’s CCSPP Cornerstone Commitment 1	As the MTSS identifies the assets and strengths each student brings to school, this goal meets the commitment to assets-driven and strength-based practice.
CDE’s CCSPP Cornerstone Commitment 2	MTSS integration has been shown to create a racially just and more equitable school campus; this goal meets the commitment to a racially just and restorative school climate.
CDE’s CCSPP Cornerstone Commitment 4	Implementing an MTSS with fidelity requires shared decision-making and participatory practices; thus, this goal meets the commitment to these practices.

GOAL TWO: Increase opportunities for expanded and transparent engagement with parents and family members and build the capacity of parents and families to partner effectively in their child’s education and healthy development.

<i>Aligns with:</i>	<i>Details of Alignment</i>
PVESD LCAP Goal Four	Provide a safe, welcoming, and respectful learning environment for every school community member while ensuring effective District-wide communication for students, staff, families, and community partners. Specifically, Goal 4.6 notes, “The district will look to improve its communication with parents through applications such as Parent Square, our school’s website, translation services for documents, surveys, etc.” [LCAP page 40 of 83].
PVESD LCAP Goal Three	To ensure parents and guardians receive engagement opportunities that meet their needs, PVESD will fund a Community Services Director. LCAP Goal 3.2 notes: The District will continue to provide a bilingual community services director to provide expanded learning opportunities for students’ parents and coordinate health and dental partnerships in the community” [Page 34 of 83].
CDE’s CCSPP Pillar Two	Providing increased parental involvement and communication meets CDE’s Pillar Two for Family and community engagement.
CDE’s CCSPP Cornerstone Commitment 1	Increasing communication and engagement with parents and guardians provides a means to increase strength-based practices; thus, this goal meets the commitment to assets-driven and strength-based practices.
CDE’s CCSPP Cornerstone Commitment 2	Parent engagement and increased communication with school leadership allow for restorative school climates; thus, this goal

	meets the commitment to a racially just and restorative school climate.
CDE's CCSPP Cornerstone Commitment 3	Allowing greater involvement of parents and guardians increases opportunities for culturally proficient instruction; thus, this goal meets the commitment to robust, culturally proficient, and relevant instruction.
CDE's CCSPP Cornerstone Commitment 4	Increasing parent and guardian communication with school leadership and increasing parent or guardian participation allows for greater shared decision-making; thus, this goal meets the commitment to shared decision-making and participatory practices.

GOAL THREE: Enhance professional learning and opportunities for collaboration among Pleasant View Elementary administrators, teachers, and student support staff to improve student and school outcomes.

<i>Aligns with:</i>	<i>Details of Alignment</i>
PVESD LCAP Goal One	Ensure all employees have access to high-quality professional development. LCAP Goal 1.3 notes: "We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified." Further, Goal 1.1 notes: "To improve the quality of Instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used: • To review and analyze data to drive planning for instruction • For adult learning experiences focused on the instructional core • Cross-grade level and vertical collaboration" [page 22 of 83].
PVESD LCAP Goal Two	Providing professional development that includes strategies to mitigate learning loss. Specifically, LCAP Goal 2.5 notes: "Professional development providing intervention strategies to support student's growth in all academic areas" [Page 30 of 83]
PVESD LCAP Goal Three	PVESD is aware of the need to provide professional development related to social and emotional learning. Specifically, Goal 3.3 notes: The school district will provide professional development tied to social-emotional learning" [Page 34 of 83].
PVESD LCAP Goal Four	The safety of students attending PVESD and any subsequent community school activities must be a top priority and PVESD has made professional development related to school safety a priority. Goal 4.2 notes: The District will provide additional professional development related to school safety" [Page 40 of 83].
CDE's CCSPP Pillar Three	Providing increased opportunities for professional learning meets CDE's Pillar Three for Collaborative leadership and practices for educators and administrators.
CDE's CCSPP Cornerstone Commitment 2	Providing professional development related to creating restorative climates allows for restorative school climates; thus, this goal meets the commitment to a racially just and restorative school climate.
CDE's CCSPP Cornerstone Commitment 3	Providing professional development and opportunities for collaboration increases opportunities for culturally proficient

	instruction; thus, this goal meets the commitment to robust, culturally proficient, and relevant instruction.
CDE's CCSPP Cornerstone Commitment 4	Providing professional learning and opportunities for collaboration allows for greater shared decision-making; thus, this goal meets the commitment to shared decision-making and participatory practices.

GOAL FOUR: Enhance expanded learning opportunities to improve students' academic achievement, social-emotional well-being, physical fitness, and health, and mental/behavioral health.

Aligns with:	Details of Alignment
PVESD LCAP Goal Two	Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness by ensuring "Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests with special emphasis on our English learners, special ed students, socio-economic disadvantaged students, and foster youth" [page 25 of 83].
PVESD LCAP Goal One	Provide every student at PVESD with an individualized educational experience focused on Self-Efficacy, Habits of Success, and the Instructional Core (Teacher, Student, and Content). This includes the full implementation of the robust and rigorous ELA/ELD and Math California Standards as well as extended learning opportunities to accelerate growth. Specifically, Goal 1.1. notes that "As a result of Paideia training, students are able to express themselves in discussions and verbalize their opinions and ideas in Paideia seminars school-wide. Students are more confident in their communication skills and more willing to participate in class discussions," which reflects developed social-emotional well-being and improved behavioral health [page 23 of 83].
CDE's CCSPP Pillar Four	Providing increased opportunities before and after school meets CDE's Pillar Four for Extended learning time and opportunities.
CDE's CCSPP Cornerstone Commitment 1	Providing expanded learning opportunities for students and utilizing the MTSS during the school day and extended learning time meets CDE's Cornerstone Commitment One: Commitment to assets-driven and strength-based practice.
CDE's CCSPP Cornerstone Commitment 3	During expanded learning opportunities, providing additional instructional and recreational activities tailored to each student's strengths meets the commitment to robust, culturally proficient, and relevant instruction.

Measurable Goals and Activities

Goal 1: Improve the quality and increase the scope of integrated student support services within the Pleasant View Elementary Community School's Multi-Tiered System of Support.

To implement this goal, Pleasant View Elementary will (1) Contract with the *Imagine Art Center* to provide art therapy to address the mental health challenges many PVESD youth face, (2) Contract with the *Family HealthCare Network (FHN)* to provide a case management and pediatric services, and (3) Contract with *Kings View* to provide services for our homeless youth and families.

By partnering with these organizations, the PVESD will significantly expand its resources and services to address students' needs. These indicated and targeted services will be available to all PVESD students, prioritizing those on Level II or III of the MTSS.

This goal will have four measurable outcomes:

- (1) Decrease, by **5.0%**, the number of chronically absent students, as measured by the CDE *Chronically Absent Report*.
- (2) Decrease, by **5.0%**, the number of suspended students, as measured by the *Suspension and Expulsion Report*.
- (3) Decrease, by **12.0%**, the number of students who report feeling hopeless or chronic sadness as measured by the *Coping and Support Training (CAST) Pre-and Post-Survey*.
- (4) Increase student's connectedness to school by **12.0%**, as measured by the *California Healthy Kids Survey*.

Goal 2: Increase opportunities for expanded and transparent engagement with parents and family members and build the capacity of parents and families to partner effectively in their child's education and healthy development.

To implement this goal, Pleasant View Elementary will (1) Hire a 1.0 FTE Community School Director, who will serve both PVESD and our partner district SUESD, (2) Hire a 1.0 FTE Community School Coordinator, (3) Contract with *Tulare County United Way* to provide case management services and provide emergency food and shelter services for unhoused students, parents and residents, (4) Contract with *Porterville College* to provide English as a Second Language to parents, guardians, and community members, (5) Contract with *Parenting Network* to provide parenting classes for fathers and case management services for parents and guardians involved with the foster care system or Child Protective Services, (6) Contract with *FoodLink* to provide a gardening projects and food distribution programs for eligible PVESD students; (7) Contract with **CUC** to provide assistance to migrant families and to provide health information to residents related to such topics as pesticide awareness and clean water, (8) Contract with the *Rural Prosperity Center* to provide services to our rural parents, guardians, and residents, and (9) Contract with *Tulare County Health and Human Services*, to provide adult services, child welfare services, and access to Tulare Works.

The Community School Director (CSD) will be responsible for all aspects of the community school program in both PVESD and SUESD. As PVESD is the fiscal agent, PVESD will hire this individual, who will act as the Single Point of Contact (SPOC) between PVESD/SUESD and CDE and ensure that the PVESD/SUESD CCSP is implemented with fidelity. This position will also ensure that all reports are submitted in a timely manner and that they are publicly available.

The *Community School Coordinator (CSC)* will be responsible for all aspects of the CCSP at Pleasant View Elementary. This staff position will implement community school processes, programs, partnerships, and strategies at the school site. In addition to the overall supervision, the CSC will work with the Pleasant View Elementary staff to support and encourage additional parent engagement. The CSC will also work to integrate the PVESD CCSP program fully. Finally, the CSC will ensure that the activities, services, and achievements of the Pleasant View Elementary CCSP are communicated to parents, staff, students, and community stakeholders, quarterly.

In addition, PVESD will allocate a portion of CCSP funding to purchase licenses, materials, and supplies to deliver new parent workshops and training opportunities in areas such as fostering positive social-emotional environments in the home, building emotional resilience, and effectively partnering in

a child's education and healthy development. Further, the CSC will work with Pleasant View Elementary staff to develop new outreach and promotional materials (e.g., flyers, pamphlets, banners, and digital resources) to disseminate community school information to students, parents, families, and community members, including those who are unhoused and those who may not speak English.

This goal will have three measurable outcomes:

- (1) Increase, by **12.0%**, the number of parents attending parent engagement events, as measured by the *Family Engagement Sign-In Sheets*.
- (2) Ensure that at least **90.0%** of all parents and guardians report being satisfied or highly satisfied with Pleasant View Elementary's CCSPP, as measured by the *Parent or Guardian Feedback Survey*.
- (3) Increase by **12.0%** the number of parents who report becoming involved in their child's education, as measured by the *Parent Empowerment Survey*.

Goal 3: Enhance professional learning and opportunities for collaborations focused on improving student and school outcomes among Pleasant View Elementary administrators, teachers, and student support staff.

To implement this goal, Pleasant View Elementary will (1) Sign a *Memorandum of Understanding (MOU)* with the *Tulare County Office of Education (TCOE)* to provide additional training and support for Professional Learning Communities, School Safety, and Trauma-Informed Practices, (2) Contract with *Save the Children* to provide professional development related to social-emotional learning and psychosocial supports, and (3) Contract with *Olinga Learning* to provide professional development training related to service learning.

PVESD's proposed CCSPP at Pleasant View Elementary will significantly enhance district- and school-level professional learning and collaboration by incorporating new grant-funded professional learning opportunities within each community school's existing menu of teacher professional development offerings. CCSPP funding will help Pleasant View Elementary's staff and teachers by creating Professional Learning Communities (PLC). Pleasant View Elementary staff will engage in 24-one-hour collaborations to increase achievement for the Pleasant View Elementary students. Utilizing PLC will allow staff to determine where students are achieving and identify, on a student-by-student basis, interventions and supports for struggling students. Pleasant View Elementary will partner with *Youth for Christ* to provide professional development in Restorative Practices for the Pleasant View Elementary Community. Additionally, Pleasant View Elementary will partner with *Stanislaus County Office of Education* to provide additional training and support with the MTSS, known as PBIS (Positive Behavior Interventions and Supports), and implement trauma-informed practices. These training events will focus on helping Pleasant View Elementary's staff and stakeholders better understand the daily challenges many Pleasant View Elementary students face.

Additional professional learning content and trainers will be selected at the beginning of each program year based on the recommendations from the annual *Community Schools Executive Team*, *Community Schools Leadership Team*, and *Community School Advisory Council* review of evaluation reports and qualitative feedback from school leaders and teachers. To ensure all school personnel can participate in CCSPP-funded professional learning, Pleasant View Elementary will provide teachers and support staff with auxiliary pay for community schools-specific efforts that are above and beyond their typical contract duties. This will include time to participate in new community schools professional learning opportunities and engage with other educators in professional learning communities to collaboratively assess student learning and behavioral outcomes, share best practices

and lessons learned during these professional learning sessions, and design interventions for students requiring targeted academic, behavioral, and/or social-emotional supports.

This goal will have two measurable outcomes:

- (1) Increase by **30.0%** the number of participants at the professional learning events who report that they increased their knowledge related to the discussed topic as measured by the *Training Evaluation and Feedback Form (TEFF)*.
- (2) Increase by **12.0%** the number of participants at the professional learning events who report that information they learned can be immediately applied to their job as measured by the *Training Evaluation and Feedback Form (TEFF)*.

Goal 4: Enhance expanded learning opportunities to improve students' academic achievement, social-emotional well-being, physical fitness, health, and mental/behavioral health.

To implement this goal, Pleasant View Elementary will (1) Contract with *Olinga Learning* to provide enrichment activities for students in the expanded learning program by providing service learning projects within PVESD, (2) Contract with *Wings of Knowledge* to supplement the number and scope of service learning projects in the community, (3) Contract with *Rural Prosperity Center* to provide extended learning opportunities related to food hubs, agriculture technology strategies, and environmental justice, (4) Hire tutors, and (5) Provide funding for additional transportation to and from the Pleasant View Elementary Community School.

First, PVESD and Pleasant View Elementary will strategically integrate CCSP Implementation Grant funding with existing investments supporting expanded learning programming to proactively address students' pandemic-related learning loss and declines in social-emotional well-being. This will be accomplished by addressing students' academic needs. To do this, Pleasant View Elementary will increase expanded learning program academic assistance by contracting with tutors to provide targeted academic support during after-school, intersession, and summer sessions. In addition to providing extended-day and extended-year academic support, tutors will lead sessions specifically designed to support students struggling to meet grade-level standards and students with significant learning loss due to COVID-19 disruptions. Pleasant View Elementary will contract with tutors trained in serving special needs students and English Learners to ensure these student subgroups receive individualized and targeted support.

Second, Pleasant View Elementary staff will partner with organizations (*Olinga Learning*, *Wings of Knowledge*, etc.) to offer enriched before and/or after-school programs. Services to be provided include before and/or after-school programs that include tutoring, enrichment, and mental health support. Enrichment activities will be expanded with a focus on STEAM activities, which include energy conservation and agriculture technology that will allow students to get hands-on experience with these innovative technologies.

Third, the enrichment activities will also be tailored to include activities that ensure students can address their physical fitness and nutritional education needs. The Community School Coordinator (CSC) will ensure that these new physical fitness and nutrition education activities are embedded within the expanded learning programs at Pleasant View Elementary. These new physical fitness activities will align with California Physical Education Standards and specifically target all six areas of the Healthy Fitness Zone. Student interest surveys will be used to identify the types of sports and exercise activities most appealing to those attending the expanded learning program. The CSC will work with local area agencies and organizations to create and sustain exercise and culinary programs at Pleasant View Elementary.

To ensure access to the CCSP programs and services, the PVESD will provide new student transportation options to ensure all students and family members have equitable access to community school services offered beyond the regular school day. Many Pleasant View Elementary students and parents require transportation services to attend activities and access services, especially after school, intersession, and during summer. These new transportation options are required to ensure equitable access to expanded learning programming, especially among the unhoused and English Learners in the community.

This goal will have three measurable outcomes:

- (1) Increase, by **12.0%**, the number of unduplicated students participating in the Pleasant View Elementary extended learning program, as measured by the *Extended Learning Program Sign-In Sheet*.
- (2) Increase, by **8.0%**, the number of students participating in the Pleasant View Elementary CCSP who report improved academic achievement, as measured by the *Student Academic Reports*.
- (3) Increase, by **10.0%**, the number of students participating in the Extended Learning Program who increase their fitness level, as measured by the *FITNESSGRAM Health Zone Report*.

Evaluation

In addition to valuing community partnerships and ensuring the shared governance of community school efforts, the PVESD's community schools' model strongly emphasizes ongoing assessment, review, and collaborative decision-making. Over the five-year Pleasant View Elementary CCSP grant period, PVESD's Community Schools Leadership Team and site-level Community School Advisory Councils will engage with an external evaluator to conduct formative and summative evaluations of each community school and the overall CCSP effort. The evaluation will include quantitative and qualitative assessments to determine (1) the district's and its community school's success in enhancing the community schools' model, as measured by improved alignment to the California Community Schools Framework, and (2) the PVESD CCSP program's overall impact and success in meeting target performance measures related to student, school, and community outcomes. Further, PVESD assures CDE that it will complete all required evaluations related to the CCSP.

The CSD and CSC will present the evaluation results to the PVESD School Board, CCSP Executive Team, CCSP Leadership Team, and the CCSP Advisory Council. Further, PVESD is committed to transparency and will ensure that all evaluation reports are published and disseminated to the public through the district's website.

Key Staff

The implementation plan for the Pleasant View Community School Partnership Program (PVCSP) includes hiring a full-time Pleasant View *Community School Director* (CSD) and a full-time *Community School Coordinator* (CSC). The CSC will create and sustain the *PVESD Advisory Council* (AC), comprising the campus principal, a certificated staff member, a classified staff member, two parents, two students, and one community member. The AC will meet at least every six weeks and be tasked with reviewing evaluation reports and addressing noted challenges. The AC will report to the PVESD Leadership Team (LT), which will be comprised of the PVESD Superintendent, PVESD Business Manager, Pleasant View Elementary Principal, CSD, CSC, one staff member, one parent, one student, and one community member. The LT will approve campus-level budgets, approve any

changes to the approved PVESD CCSPP budgets, and address complaints. The LT will report to the Executive Team (ET), which will be comprised of the PVESD Superintendent, SUESD Superintendent, PVESD and SUESD Business Managers, the principal from Pleasant View Elementary and Sunnyside Elementary, the CSD, and the two CSCs. The ET will have final authority to approve or reject any budget requests and will hear and make any decisions related to complaints about the PVESD CCSPP. Representatives from the ET will update the PVESD and SUESD school boards as appropriate.

In addition, the AC, LT, and ET will be tasked with helping to sustain the PVESD CCSPP. To sustain the program after CDE funding ends, the initial Pleasant View Sustainability Plan calls for working with community members to secure local, additional state or federal funding to continue the PVCSSP. If the evaluation results document that the PVCSSP was successful and improved student outcomes, and if state or federal funding is not received, it is anticipated that the PVCSSP leadership will seek to sustain the CSD and CSC positions via local funds.