Pleasant Hill 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 Hill Elementary School
Street	2097 Oak Park Blvd.
City, State, Zip	Pleasant Hill, CA 94523
Phone Number	(925) 934-3341
Principal	Aurelia Buscemi
Email Address	buscemia@mdusd.org
Website	phes.mdusd.org
County-District-School (CDS) Code	07 61754 6004246

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

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

At PHE, we are a community of learners who work collaboratively and embrace new ideas. Our school is strategically designed to create environments which build a strong foundation in both academics and social responsibility. Each student is provided opportunities to develop critical thinking skills and apply knowledge in innovative ways.

PHE provides a rich academic learning environment that aims to set a strong foundation in our core academic areas of Reading, Writing, Mathematics, Science, and Social Studies. Teachers utilize research-based, effective instructional strategies to develop 21st century skills such as: communication, creativity, critical thinking, student collaboration, and integration of technology. Our students also are provided with a well-rounded education through our strong Vocal Music, Instrumental Music, and Art, Library, and Technology/Engineering. In addition to receiving support within the classroom, PHE offers students opportunities to increase their ability to apply their learning in a variety of learning environments through our computer, STEAM (Science Technology Engineering Art and Science), and Garden Labs!

PHE promotes school-wide Positive Behavioral Interventions and Support (PBIS) which focus on guiding student behavior in constructive, positive ways. PBIS is a philosophy that uses positive behavior support to address behavior by systematically and consistently acknowledging and reinforcing positive student and staff behavior. School-wide rules, procedures, and expectations are taught regularly and consistently throughout the school year. Discipline is seen, not as a punishment, but as an opportunity for staff and parents to partner to provide students with instruction in making good choices and restorative consequences for individual actions. Data is used to regularly create focused behavioral interventions to help students succeed academically, socially, and emotionally. The PTA has taken a lead role in funding our student store which is the cornerstone of providing incentives and rewards to students who demonstrate good character.

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

Grade Level	Number of Students
Kindergarten	139
Grade 1	104
Grade 2	91
Grade 3	96
Grade 4	94
Grade 5	94
Total Enrollment	618

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
Asian	10
Filipino	3.4
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0.2
White	44.5
Two or More Races	9.2
Socioeconomically Disadvantaged	29.8
English Learners	16.3
Students with Disabilities	10.7
Foster Youth	0.3
Homeless	1

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	36	36	26	1599
Without Full Credential	2	1	1	69
Teaching Outside Subject Area of Competence (with full credential)	0	0	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: August 2019

Textbooks are on order for Grades 2 and 5.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	18
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 8 DOUBLE DOOR NOT SELF-CLOSING W/O86657; RM 9 DOUBLE DOOR NOT SELF-CLOSING W/O86658; RM 24 REPLACE BORAX SOAP DISPENSER (LOW LEVEL CUSTODIAL TASK); RM P27 DOOR NEEDS ADJUSTMENT W/O86656 P27 REPLACE DOOR STOP (LOW LEVEL CUSTODIAL TASK); OFFICE CEILING TILE NEEDS REPLACING - NEAR REAR DOOR (LOW LEVEL CUSTODIAL TASK)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	BALLAST OUT W/O86663

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	RM 1 FAUCET DRIPS W/O866664; RM 19 DRINKING FOUNTAIN DRIPS AND CAUSES PUDDLE ON COUNTER TOP W/O86660; RM 26 DRINKING FOUNTAIN LOW PRESSURE W/O86661; RM 26 SELF SHUTOFF FAUCET HARD TO OPERATE W/O86662; AREA BR2 FLOODING W/O86651 & NEAR ROOM OUTSIDE DRINKING FOUNTAIN LOW WATER PRESSURE W/O86652; STAFF ROOM COPY ROOM NEAR STAFF LOUNGE-FAUCET LEAKS CAUSING PUDDLING ON COUNTER W/O86665;
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	SIDEWALK BETWEEN 20 AND BR3: METAL POST WAS CUT OFF-HOLE NEEDS TO BE FILLED; OUTSIDE 36 REMOVE DEAD MULBERRY TREES W/O 86654; BR3 DEAD TREE W/O 86653
Overall Rating	Fair	

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)	69	56	51	50	50	50
Mathematics (grades 3-8 and 11)	59	55	39	39	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	274	271	98.91	1.09	56.46
Male	142	140	98.59	1.41	48.57
Female	132	131	99.24	0.76	64.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	54.17
Filipino	--	--	--	--	--
Hispanic or Latino	70	70	100.00	0.00	31.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	119	98.35	1.65	63.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	77.27
Socioeconomically Disadvantaged	91	91	100.00	0.00	39.56
English Learners	75	73	97.33	2.67	34.25
Students with Disabilities	51	50	98.04	1.96	26.00
Students Receiving Migrant Education Services					
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	274	271	98.91	1.09	55.35
Male	142	140	98.59	1.41	51.43
Female	132	131	99.24	0.76	59.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	25	24	96.00	4.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	70	70	100.00	0.00	24.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	119	98.35	1.65	62.18
Two or More Races	22	22	100.00	0.00	77.27
Socioeconomically Disadvantaged	91	91	100.00	0.00	38.46
English Learners	75	73	97.33	2.67	38.36
Students with Disabilities	51	50	98.04	1.96	26.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	16.3	22.8	41.3

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)

Parents are a key component in the success of students and are instrumental in supporting a positive climate at Pleasant Hill Elementary. We encourage parent involvement and make every effort to collaborate with our families to keep the supports provided in alignment with our overall school vision. To ensure that parents are included in the development and refinement of this school vision, they are actively recruited to provide input in our school site plan through the School Site Council (SSC) and English Learner Advisory Council (ELAC).

Pleasant Hill Elementary has supportive and involved parents who play a vital role in providing enrichment and programs for our students. Parents are encouraged to provide individual support through volunteering in their students' classroom, or assistance in fundraising for the Parent Teacher Association (PTA) and Outdoor Education committees. The combined fundraising efforts of these organizations support technology, reading intervention, science, art, and outdoor education which includes sending our fifth graders to camp. Inviting PTA and Outdoor Education leadership to staff meetings and assemblies support our continued effort to create and maintain a positive school climate.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 934-3341.

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	1.0	0.6	1.1	3.5	4.1	4.4	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)

Pleasant Hill Elementary updates its School Safety Plan annually, in collaboration with the School Site Council and School Safety Committee. Once the plan is completed, it is sent to the Mt. Diablo Unified School District School Board for approval. The last plan was adopted on 2/21/2019 by the School Site Council at a public hearing which discussed and reviewed attendance data, discipline data, and safety concerns.

Teachers and administrative staff all play an integral role in the safety plan, providing communication to all constituents community wide. The safety plan is designed to support all types of emergency situations and the necessary protocol for evacuation. The school uses this plan as a guideline when participating in emergency drills to ensure staff and students are familiar with the necessary protocols to effectively respond to these emergencies. Some of the drills include: fire, earthquake, natural disaster, and intruder drills. These drills are all timed and logged for informational purposes.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	5		24		6		28		5	
1	20	5			23		4		21	2	3	
2	24		4		19	1	4		23		4	
3	21	1	4		25		4		24		4	
4	29		4		26		3		31		3	
5	25	1	4		26	1	3	1	24	1	3	
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*	1236.0

*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)	.5
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.4
Other	1.0

*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.

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	$11,916.98	$3,936.22	$7,980.76	$82,164.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-4.3	4.9
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	6.1	-0.3

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)

Pleasant Hill Elementary offers a wide range of programs and services to support student learning. Our rich classroom instruction in ELA (English-language Arts), Math, ELD (English-language Development), Social Studies, Science, and Music is supplemented by RTI (Response to Intervention), PBIS (Positive Behavioral Intervention and Supports), and AVID (Advancement via Individual Determination) which provide differentiated and equitable access to learning. Students also have access to social emotional support from our part-time counselor and school psychologist. Our school is also proud to host a variety of Special Education Programs including Resource, SDC (Special Day Class), Inclusion, and Speech.

Pleasant Hill Elementary is also fortunate to have funding from our PTA (Parent Teacher Association) to provide additional staffing that help support technology and instruction through funding our STEAM Lab, Garden Lab, reading intervention, physical education, and computer lab support. These vital activities enrich the education for all of our students at Pleasant Hill Elementary School. Our PTA also contributes to programs that supplement our foundational programs by funding our student store, Parent-Principal Coffees, and STEAM Fair. The PTA also purchases technology equipment, athletic supplies, classroom supplies, newsletters, and much more.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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	3	3	3

Pleasant Hill Elementary provides staff development opportunities through the support of the Mt. Diablo Unified School District.

The focus of training during the 2018-2019 school year, was on analyzing student writing, math, and introducing AVID (Advancement via Individual Determination). Teachers received three half-day installments on how to incorporate a variety of different strategies into instruction. On early release Wednesdays, Pleasant Hill Elementary continued to expand upon the district PD by providing onsite professional development that allowed teachers to collaborate as they reviewed student work samples and data. Instructional Rounds was used as a learning tool to view instruction and learning in action which supports student learning by aligning practices from TK through 5th grade. Teachers also embarked on an exploration of a variety of different instructional strategies as they sought ways to help students better engage and take ownership of their learning throughout the year. In June, a cohort of teachers attended a three day workshop to receive training and develop a plan to rollout AVID school-wide for the 2019-2020 school year.

During the 2018-2019 school year is on deepening our educator's ability to prioritize, plan instruction, and analyze assessments in the California content standards in both English-language Arts and Math. Teachers received training on our district-identified priority standards and were provided time to dive deeply into the how these standards might be addressed using our curriculum and resources. On early release Wednesdays, Pleasant Hill Elementary expanded on this effort by providing onsite professional development which provided opportunities for grade level teams to receive support from the district Teacher on Special Assignment (TOSA). Another area of continued focus was in analyzing student work and assessments to determine how to best intervene and support student learning in their Professional Learning Communities (PLC).

During the 2017-2018 school year, our focus was on enhancing teacher pedagogy in English-language Arts and Math. Teachers received three half-day installments on how to use new curriculum and new instructional strategies designed to improve student learning. On early release Wednesdays, Pleasant Hill Elementary expanded on this effort by providing onsite professional development where teachers learned about restorative practices and additional methods to shift their instruction to a more student-centered model. Another area of focusof the year was in teacher collaboration with the aim of student improvement. To support this effort, all teachers received several sessions of Professional Learning Communities (PLC) training where they reviewed student data and shared instructional practices. Both teachers and students were provided more training and access to Science Technology Engineering Art and Math (STEAM). Teachers received training in Engineering is Elementary, Project Lead the Way, Google Apps for Education, district assessment systems, and more.

Teachers have also receive ongoing training in English Language Development, Professional Learning Communities (PLCs), and Positive Behavioral Interventions and Supports (PBIS).