



Pleasant Elementary School

1855 West Pleasant Street • Tulare, CA 93274 • (559) 685-7300 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Tulare City School District

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District Governing Board

Melissa Janes

Irene Henderson

Daniel Enriquez

Teresa Garcia

Willard Epps

District Administration

Brian Hollingshead

Superintendent

Philip Pierschbacher

**Assistant Superintendent,
Personnel**

Joyce Nunes

**Assistant Superintendent,
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student
Services**

School Description

School Vision

The Pleasant Elementary School Staff believes that each student can learn to their fullest potential and grow academically as well as socio-emotionally.

School Mission

The mission of Pleasant Elementary School is to ensure all students experience success academically, socially, morally, and physically. Pleasant Elementary School staff members utilize current, standards-based curriculum and instructional strategies/practices to improve academic achievement. Staff members use Character Counts! as a common language to develop students' abilities in demonstrating character and responsibility for themselves and their community. Staff, parents, and students work well together to provide a climate that empowers everyone in an effort to maximize learning. Pleasant Elementary students believe that "Bears C.L.I.M.B. with Character" (Caring, Listen, Integrity, Manners, Brilliant).

Annual Schoolwide Plan Review

Data shows that Pleasant students are performing at a comparable level to the district average; however, scores show that many standards are not yet met across all grade levels according to state expectations.

The Pleasant School Plan for Student Achievement is aligned with the Tulare City School District LCAP Plan. The school plan is revised during this school year to reflect the current needs assessment. The plan reflects the most recent state and federal accountability data and the goals we as educators strive to obtain. This plan was developed collaboratively with staff and members of the school community. It is the guide that is used for budget expenditures and instructional program implementation. The Pleasant Elementary School Plan for Student Achievement is updated yearly.

Academic growth of English Language Learners is an educational focus at Pleasant Elementary. The plan to improve skills for these students is to implement a rigorous intervention program both during the school day and after school for targeted students. Teachers are aware of the need and implement strategic teaching practices to assist students in the acquisition of the English language. As a school, we are also focused on improving standards based instruction across all content areas, focusing on each student growing at individual levels.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	114
Grade 2	118
Grade 3	125
Grade 4	111
Grade 5	115
Total Enrollment	697

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.3
Asian	1.9
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.4
White	7.5
Two or More Races	0.9
Socioeconomically Disadvantaged	88.1
English Learners	31
Students with Disabilities	4.2
Foster Youth	1.9
Homeless	1.4

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 for Pleasant Elementary	17-18	18-19	19-20
With Full Credential	31	29	27
Without Full Credential	0	2	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Pleasant Elementary School

Indicator	17-18	18-19	19-20
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)

The district uses effective, research-based, high interest, up-to-date textbooks and instructional materials. The textbook adoption is aligned with the State Standards adopted by the State Board of Education (SBE). Students are provided quality textbooks in each subject area. In addition to the hardcover and consumable textbooks, the district supports the integrated use of educational technology. All classrooms and libraries have computer and Internet capabilities.

Students in the Tulare City School District have access to copies of the standards-aligned textbooks, approved by the California Board of Education, and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, and health.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/6/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

All school district facilities are supportive of teaching and learning. Classrooms are clean and orderly and provide a safe learning environment reflective of student work and current curriculum. The school cafeteria/multi-purpose room provides students a breakfast and lunch program. The cafeteria is used as a multi-purpose facility for large-scale programs and meetings. The school library provides students with supplemental reading materials and provides additional educational resources. The school grounds are kept clean and well-maintained for student play, recreation, and athletic activities. Pleasant staff members take pride in the well-maintained buildings and landscaping. The Tulare City School District employs skilled professionals to ensure a safe and clean environment throughout the school year. Students, staff, and parent volunteers are committed to keeping the campus clean and litter free. The Tulare City School District provides ongoing maintenance and routine repairs to all permanent and portable buildings to guarantee all schools in the district are in good working order and condition. Additionally, school restroom facilities for pupils are maintained so they are functional and meet local hygiene standards generally applicable to public facilities, including operational toilets and sinks in all restrooms. The district has established a facilities inspection system to ensure that all school buildings meet the standards listed above. The school grounds, buildings, and restrooms are kept clean, safe, and regularly maintained by the morning custodian (from 6:30 A.M. to 3:30 P.M.) and the evening custodian (from 12:30 P.M. to 9:00 P.M.) Custodians are regularly monitored and evaluated by the building principal and a director of custodians to make sure that all schools are safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of the more technical repairs (plumbing, heating, cooling, gas, electrical, carpeting, painting, major repairs, and so on). At times, the district will hire an independent contractor to handle repairs that may be beyond the scope of the district's resources. Repairs are made on an ongoing basis. The district has a work order repair procedure that begins with the school principal referring needed repairs that cannot be taken care of by the site custodians to the district superintendent. The superintendent assigns the repairs to the maintenance director who, in turn, assigns the work out to the different maintenance specialists. Work orders are completed on a timely basis. Each school has a school site safety representative that attends ongoing safety meetings. The school district also has a Superintendent's Advisory Committee that meets on a regular basis with the District Superintendent to discuss questions or concerns. Pleasant Elementary School opened in 1987. There are seven separate structures including one multipurpose/cafeteria building, one office/support staff building, and five separate classroom wings. All buildings are in exceptional condition and are maintained on a regular basis. The entire campus encompasses 44,401 square feet. Pleasant Elementary is a one-level structure, therefore no ramps are present and the campus is accessible to all. The school library houses 23,557 books for check out to staff, students, and parents. Pleasant School has 93 computers in classrooms that are used for instructional purposes. Sixty-five of the computers on campus have Internet access. During the summer of 2005, the roofs of all buildings (except the multi-purpose/cafeteria and the 100 wing) were remodeled and each of those also received new air conditioning units. School playgrounds are in good working conditions but will continue to be updated over the next year to promote safety for all students.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/17/19

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	42	33	36	50	50
Math	28	35	22	22	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.3	20.4	14.2

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	341	98.27	42.23
Male	193	190	98.45	33.68
Female	154	151	98.05	52.98
Black or African American	11	11	100.00	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	310	305	98.39	43.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	29.41
Socioeconomically Disadvantaged	309	305	98.71	38.69
English Learners	149	147	98.66	43.54
Students with Disabilities	26	25	96.15	4.00
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	342	98.56	34.50
Male	193	191	98.96	39.79
Female	154	151	98.05	27.81
Black or African American	11	11	100.00	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	310	305	98.39	35.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	41.18
Socioeconomically Disadvantaged	309	306	99.03	32.68
English Learners	149	147	98.66	42.86
Students with Disabilities	26	25	96.15	4.00
Students Receiving Migrant Education Services	--	--	--	--
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.

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)

Pleasant Elementary School supports TCSD Priority # 3: Connecting to the Local and Global Community. Pleasant students and staff are involved in a variety of activities to involve families and the community. We also encourage all parents and members of the community to become actively involved at Pleasant Elementary. Classroom volunteers, Parent Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), and Migrant Parent Advisory Committee are just a few of the ways parents/guardians and school community members can make a difference. We are implementing a Parent Involvement Committee this year to create more opportunities for parents including information meetings as well as fun events to enjoy with their students. Parents also make a difference at Pleasant Elementary by participating in school functions, classroom activities, and by assisting teachers in the supervision of students while on field trips. The Pleasant staff is grateful to all adults who volunteer in any capacity. For more information on how to become involved, contact Tara Houston, Principal, at (559) 685-7300.

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.

School Safety Plan

The Comprehensive Safe School Plan was revised and updated by the Pleasant Leadership Team and gets reviewed annually. During the 2019-2020 school year, the plan was reviewed with staff members at initial staff development meetings as well as intermittently throughout the course of the year. All safety concerns noted by staff members were addressed by the principal and the Cal-OSHA School Site Representative. Key elements of the plan include monthly fire, earthquake and lock down drills. Staff members have also been trained on stop the bleed training as well as other crisis prevention. Other precautionary measures to ensure student and staff safety include but are not limited to:

- volunteer finger printing
- volunteer background checks
- visitor sign-in requirement
- closed campus for students
- appropriate student supervision
- all CPR trained and certified employees
- Cal-OSHA School Site Representative at the district level
- monthly safety meeting

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.4	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
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.

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	24		5		20	3	2		23		5	
1	26		5		23		5		23		5	
2	23		5		26		5		24		5	
3	22		5		23		5		25		5	
4	27		4		30		4		28		4	
5	28		4		28		4		29		4	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9
2014-15: 22
2015-16: 27
2016-17: 28
2017-18: 34
2018-19: 34
2019-20: 35

District Professional Development Day(s):

2013-14: 1
2014-15: 2
2015-16: 0
2016-17: 1
2017-18: 1
2018-19: 1
2019-20: 1

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)
 Title II (Improving Teacher Quality)
 Title III (for Limited English Proficient Students)
 IDEA-Special Education
 Lottery Proposition 20: Instructional Materials
 Local Control Funding Formula (LCFF)
 Base Grant Funding
 Supplemental Grant Funding
 Concentration Grant Funding
 LCFF Funds support:
 Gifted and Talented Education (GATE)
 New Teacher Support Systems (NTSS)
 Class Size Reduction (CSR)
 Hourly Programs (extended day/year education)/Summer School
 Community-Based English Tutoring (CBET)
 School Safety and Violence Prevention
 Instructional Materials
 Educational Technology
 Professional Development
 Advancement Via Individual Determination (AVID)
 Community Day School
 Visual and Performing Arts (VAPA)
 Counselors
 Preschool
 Enrichment Activities
 Intervention (MTSS)
 Response to Intervention Teachers
 Tulare Support School
 School Libraries
 Athletic Program
 English Language Learners
 Foster Youth
 Alternative Education
 Health and Welfare
 Home to school transportation

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,918	\$2,114	\$8,804	\$84,027
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.2	-2.7
School Site/ State	15.1	-0.6

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.

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.