

# PLEASANT VALLEY ELEMENTARY SCHOOL



## GRADES K-8

7000 Ranchita Canyon Road San Miguel, CA 93451  
Phone: (805) 467-3453 Fax: (805) 467-2306

**Thomas Apkarian**  
Superintendent/Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

Pleasant Valley Elementary School staff continues to work with students on the mastery of State Standards. We strive toward excellence in the areas of language arts, math, social studies/history, and science. Teachers monitor achievement of all students and modify instruction as needed. We also maintain our focus on organizational skills and technological skills (such as software and keyboarding speed and accuracy) as well as the basics in all core areas. We have incorporated music and performing arts into our student curriculum. Our continued high levels of achievement and success are attributed to our total team effort and pride of our students and school. We continue to have parents request approval to attend our school due to our high academic standards and total commitment toward meeting the needs of every student with the dedication and support of staff, parents, and community.



### Parental Involvement

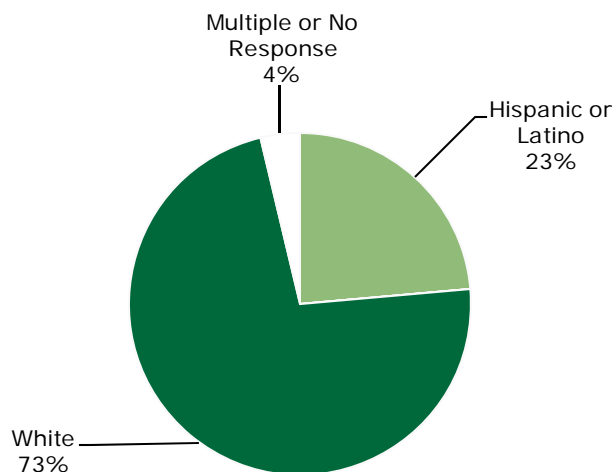
Parents and community members are encouraged to become an instrumental part of the success of our students. We welcome parent volunteers working in the classroom, at our school events, on field trips, and as presenters throughout the school year. Our parent organization (PASE), School Site Council, and various other committees have a school-wide commitment for supporting our staff and student needs.

Please call Cindy Wilshusen at (805) 467-3453 for details on how to offer your time.



### Enrollment and Demographics

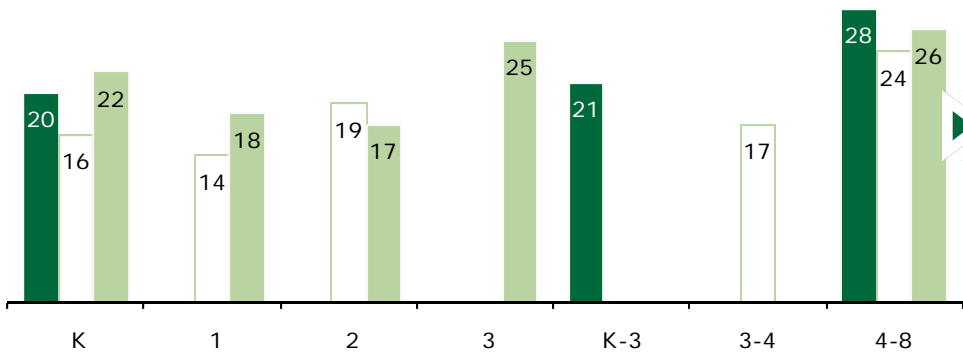
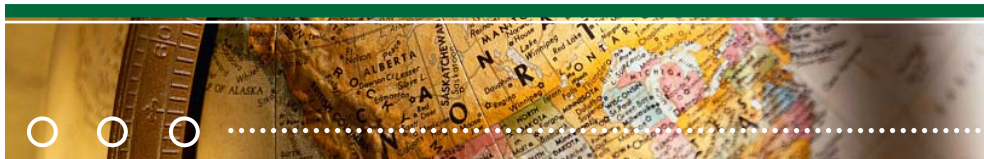
The total enrollment was 161 students for the 2007-08 school year.



*"We continue to be sought after by parents due to our high academic standards as well as our total commitment toward meeting the needs of every student."*

### Governing Board

William Hinrichs, *President*  
William Ernst, *Clerk*  
Michael Murphy, *Member*  
Victoria Richardson, *Member*  
Ben Work, *Member*



### Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1				1	
1				1			1		
2				1			2		
3								1	
K-3	1	1							
3-4				1					
4-8		3			3			3	

### Professional Development

Pleasant Valley Elementary School teachers take professional growth seriously and enroll in different kinds of workshops, seminars, conferences, and graduate-level courses. State funding and our school calendar allow for three days of staff development training for teachers and one day of classified support training. During these days, staff shares specific skills needed to implement new curriculum and on how to analyze test scores. We also have implemented collaboration days where staff spends time on analyzing student assessments and redesigning instruction to assist those students not at a proficient level in core areas. These collaboration days are also used to plan curriculum to challenge students that are Proficient and Advanced, per State tests and District assessments. In addition, one teacher workday is devoted to student data collection and analysis for each teacher to set measurable goals for each student within their classroom.

For the previous three school years, three days each year were dedicated to staff and professional development.

### Suspensions and Expulsions

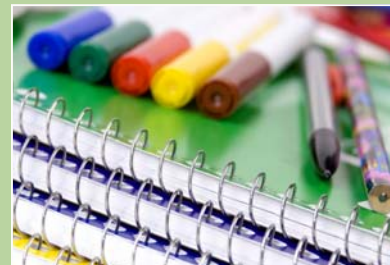
The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Pleasant Valley ES			Pleasant Valley JUESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.007	0.007	0.031	0.007	0.007	0.031
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

### School Safety

The School Safety Plan was last reviewed, updated, and discussed with school faculty in September 2008. Periodic inspections of school facilities are conducted to identify and correct potentially unsafe conditions. Pleasant Valley Elementary School maintains a comprehensive School Safety Plan, which includes such elements as procedures and preparedness for natural disaster plans, fire, intruders, school rules, and dress codes. Each year, staff evaluates and updates this plan. Parents can review our School Safety Plan. We utilize local and State agencies such as the CDF, Sheriff department, and SISC safety officers to review and monitor a major practice drill and make recommendations on appropriate improvements.

Our major disaster drill occurs within the first four weeks of school, which ensures the District staff, students, and community are prepared to the best ability possible. We further maintain safety precautions with visitor sign-in requirements and first aid training for all staff.





## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> All buildings are free of asbestos as of August 24, 2007.	✓			
Structural Damage <u>Repair Needed and Action Taken or Planned:</u> One storage building should be fenced off.	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside) <u>Repair Needed and Action Taken or Planned:</u> All drinking fountains shut down due to unacceptable arsenic level in well water. Bottled water set up in all classrooms, student break areas, library, kitchen, conference, and staff rooms. Installed August 2008.				✓
Restrooms	✓			
Sewer	✓			
Playground/School Grounds <u>Repair Needed and Action Taken or Planned:</u> Squirrels and gophers have caused holes and uneven surfaces in track field area. A Roadinator was used on campus to collapse gopher and squirrel holes. Gopher traps were used to address re-infestation. Sand was brought into track and lawn areas to fill holes. Repaired July 2008.			✓	
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on October 9, 2008, and the inspection form was most recently completed on October 9, 2008.

## School Facilities

Our school maintains a library with approximately 10,000 books, magazines, and periodicals for student use. Students also receive library skills training from our District library clerk. Our school was built in 1994, and includes five buildings, four of which are portables. On an average day, 150 students and staff occupy these buildings, comprising 78% of our capacity. Maintaining a safe and orderly environment is essential to learning. The Board has adopted a five-year maintenance program for the maintenance and repair of our school site.

*Continued on sidebar*

## School Facilities

*Continued from left*

The school maintains a safe, clean environment, including the school grounds, buildings, and restrooms. Student health and safety is of utmost importance. Major site improvement projects are approved annually as needed, to ensure the District buildings and grounds are maintained and in good repair.

The school has an employee 6 hours per day to maintain classroom and grounds. The physical quality of our school buildings influences learning, teaching, and portrays overall community pride and is inspected annually.

The District has a safe school plan with contingencies for emergencies before, during, and after school. The District has two schoolwide drills for disaster and an intruder on campus, in addition to the monthly fire/earthquake drills.

The Governing Board is reviewing plans for a parking lot expansion and a water treatment program for our well water.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$26,952 for the Deferred Maintenance Program. This represents .03% of the District's general fund budget.





## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2002
English-Language Arts	Holt, Reinhart and Winston (6-8)	2002
Mathematics	Saxon (K-2)	2004
Mathematics	Scott Foresman Addison Wesley (3-5)	2008
Mathematics	McDougal Littell (6-8)	2008
Science	Macmillan/McGraw-Hill (K-5)	2008
Science	Holt, Rinehart and Winston (6-8)	2008
History-Social Science	Scott Foresman (K-5)	2007
History-Social Science	McGraw-Hill (6-8)	2007

### Textbooks and Instructional Materials

Our textbook adoption cycle is aligned with the State adoption standards and adopted by the State Board of Education. All students are assigned textbooks for each core area of instruction with supplemental workbooks as requested by teachers. Students also have computer access in multiple areas of instruction. By using computer programs, students receive reinforcement of key concepts as well as computer-assisted, independent practice. All classrooms have Internet access and a minimum of six computers. In addition, we have implemented *Accelerated Reader* with supportive materials for English Language Learners (ELL) students.

The Governing Board has made a determination, through a resolution on September 10, 2008, that each pupil in the District will have sufficient textbooks or instructional materials, to use in class and to take home—in each subject, in the core curriculum areas of reading/language arts, math, science, and history/social science—are consistent with the content and cycles of the curriculum Frameworks adopted by the State board.

## Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	Included in PE and Science Curriculum

Note: This data was most recently collected and verified in September 2008.

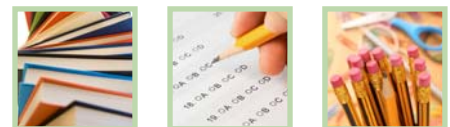
✧ Not applicable.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 66.70% of students in the fifth grade and 58.30% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pfl/](http://www.cde.ca.gov/ta/tg/pfl/).





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Pleasant Valley ES			Pleasant Valley JUESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	50%	59%	62%	50%	59%	62%	42%	43%	46%
Mathematics	56%	64%	58%	56%	64%	58%	40%	40%	43%
Science	33%	50%	69%	33%	50%	69%	35%	38%	46%
History-Social Science	25%	21%	53%	25%	21%	53%	33%	33%	36%



### California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	62%	57%	62%	❖
Female	63%	58%	74%	❖
Economically Disadvantaged	41%	45%	55%	❖
English Learners	22%	30%	❖	❖
Students with Disabilities	33%	18%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	32%	36%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	72%	65%	76%	67%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Pleasant Valley ES		Pleasant Valley JUESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	◇		◇	

◇ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	7	7	7
Similar Schools API Rank	2	◇	6

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	26	14	-4	811
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	37	14	-24	850
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

◇ Information not available.

■ Data are reported only for numerically significant groups.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

## Teacher Qualifications

Teacher Credential Information				
	Pleasant Valley JUESD	Pleasant Valley ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	9	7	8	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

## Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Pleasant Valley ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Pleasant Valley ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	◇	◇

◇ Information not available.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0



### Public 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 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.

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.6
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.2
- Resource Specialist (non-teaching) 0.0
- Other 0.0



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Pleasant Valley ES	Pleasant Valley JUESD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	✧	✧
<b>Year in Program Improvement</b>	✧	✧
<b>Number of Schools Identified for Program Improvement</b>		0
<b>Percent of Schools Identified for Program Improvement</b>		0%

✧ Not applicable.

## Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Pleasant Valley JUESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$31,062	\$37,322
<b>Mid-Range Teacher Salary</b>	\$49,082	\$53,824
<b>Highest Teacher Salary</b>	\$72,932	\$67,700
<b>Average Principal Salary</b>	⊕	\$85,507
<b>Superintendent Salary</b>	\$90,000	\$104,993
<b>% of Budget for Teacher Salaries</b>	35.5%	37.6%
<b>% of Budget for Administrative Salaries</b>	8.9%	6.4%

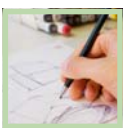
Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Pleasant Valley ES</b>	\$6,171	\$1,764	\$4,407	\$51,017
<b>Pleasant Valley JUESD</b>			\$4,407	\$51,017
<b>California</b>			\$5,300	\$54,322
<b>% Difference Between School and District</b>			◆	◆
<b>% Difference Between School and California</b>			-20.3%	-6.5%

⊕ The Principal and Superintendent are combined as one position for Pleasant Valley JUESD.

◆ Because Pleasant Valley JUESD is a single-site district, the percent difference does not apply.

## Types of Services Funded

In addition to State Americans with Disabilities Act (ADA) funding, instruction is supplemented with services provided through Class Size Reduction, Special Education, Title II, Teacher Quality Title VI, Limited English Proficiency Title III, Rural Education Grant, English Language Learners (ELL), Economic Impact Aid (EIA) for at-risk students, and Gifted and Talented Education (GATE) for advanced enrichment.



**SARC:** Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of November 2008.