

Parkview Elementary School

12044 Elliott St. • El Monte, CA 91732 • (626) 652-4800 • Grades K-6

Donelle Soto, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Mountain View School District

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Jacqueline Saldaña, Vice President
Adam Carranza, Clerk
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Cindy Wu, Member

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Superintendent
John Lovato
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Personnel Services**
Darin De Knikker
**Assistant Superintendent of
Business Services**
Raymond Andry
**Assistant Superintendent of
Educational Services**

School Description

Located in the city of El Monte in the San Gabriel Valley, Parkview Elementary is one of 12 schools in the Mountain View School District. Currently, Approximately 740 students from TK through six are enrolled, currently Parkview is the largest in Mountain View School District. Parkview houses the district's only TK-6 Bilingual/Dual Immersion Spanish program as well as an English instructional program. Parkview Elementary School maintains a commitment to providing a strong instructional program. Teachers, staff, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to meet the needs of an ever changing school population. All school personnel work hard to promote parental involvement in the educational process, offering comprehensive programs and guides for the benefit of both the student and the parent. The school, as is the district, participates in class size reduction in grades transitional kindergarten to third. The current school wide ratio of students to teachers is 23 to 1. In our fourth to sixth grade classrooms, student enrollment is kept to no more than 32 to 1.

The principal, Donelle Soto, with the assistance of the Principal on Special Assignment, Veronica Godinez, leads Parkview Elementary School in its commitment to excellence in education. Leadership requires the participation of more than just administrators to succeed. Leadership teams and committees are formed to make major decisions, and consist of the principal, teachers, community members, and parents. There are two major leadership teams at Parkview Elementary School that were established to create a system of checks and balances. The Staff Leadership Team is comprised of grade level representatives who hold meetings to discuss budget, safety, and other issues or ideas, which are then handed to the School Site Council for approval. The objective of the School Site Council is to ensure the school maintains its course as an effective tool for educating students through changing times.

Parkview's diverse population of students includes English Learners, Special Education Students, Gifted and Talented Education Students, and students serviced under Title 1. Of these students, 62% are considered Limited English Proficient (ELL) and 92% are considered Socioeconomically Disadvantaged Youth (EDY). In addition, 100% of our students receive a free or reduced lunch under a State-approved free lunch option. Parkview is the only school in the district to provide parent choice of language instruction. Parkview School has two full-day Special Education classes from transitional Kindergarten through 6th grade, a Resource Specialist Program (RSP) and a Speech and Language program. Students in all subgroups, Disadvantaged (Title I), GATE, Special Education, and English Language Learners are included in all school-wide activities and events and are not isolated or segregated within the school or classrooms. A comprehensive Head Start program is also located on the Parkview campus. In order to coordinate the success of these programs, transition meetings are held yearly. Our Head Start students are included in all school-wide activities and events. Through the use of the Title I funds, Parkview utilizes the services of a site staff as well as site administration to provide professional development and intervention support for our students. The staff encourages a positive understanding and appreciation for all students and celebrates their uniqueness. These students are not isolated or segregated for instruction during the school day in order to expose them to the entire curriculum, except during systematic ELD/ALD (English Language Development/Academic Language Development) instruction for 40-45 minutes daily when placed in same level English language development groups as required by the state of California.

Parkview employs a total of 32 regular classroom teachers and two special education teachers plus a resource specialist, a psychologist, a speech-language specialist, and counselor. 100% of Parkview's teachers meet requirements of being highly qualified and have the appropriate CLAD, Bilingual Credential, or ELD/SDAIE certification. In addition to the teaching staff, Parkview has two administrators, 34 classified employees (full and part time) including a library technician, a community liaison, a health clerk, cafeteria staff, classroom aides, office/clerical, and custodial staff. Students in grades Transitional Kinder-6 are provided 325 instructional minutes Monday through Wednesday and 275 minutes on Thursdays and Fridays (a modified schedule to allow for teacher planning time).

Parkview Elementary School maintains a commitment to providing a strong instructional program. Teachers, staff, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to meet the needs of an ever changing school population. All school personnel work hard to promote parental involvement in the educational process, offering comprehensive programs and guides for the benefit of both the student and the parent.

Parkview is a Positive Behaviors and Intervention Support (PBIS) school that utilizes Second Step as a social-emotional curriculum. We teach our students to S.O.A.R. and to implement the concepts of Second Step. Our staff has been trained in these principles and we incorporate them into our daily interactions with each other, our students, and our parents. Teachers highlight those traits throughout the year and select one student from their classroom who exhibits those traits. The students are honored at our monthly student of the month assemblies.

Within the school is an extensive library that includes varied reading levels, chapter books, and resource materials. The library also hosts computers for student use. Parkview has 2 computer labs for use. Additionally, Parkview has 31 classrooms with one-to-one devices. All other classrooms have 2 to 1 devices.

In addition to the regular classroom curriculum, students at Parkview have opportunities to participate in a variety of extracurricular and extension activities. Reading is Fundamental (RIF) will continue to be included as a school-wide reading initiative. All students will participate in at least three reading events that promote literacy and, throughout the year, students will be allowed to take books home to keep in order to build a home library. Students in transitional Kindergarten through 6th grade participate in Winter and Spring performances, Speak Up, Student Council, Americanism Parade, PBIS assemblies, and other school events.

Students are recognized for a variety of achievements throughout the year. Trimester award assemblies are held to recognize students from each class for Honor Roll, attendance, academic achievement, other achievements and citizenship. Throughout the year all students may earn awards for reaching milestone points using the Accelerated Reader program and through our Reading Challenge. At the end of the year, awards are presented to students from each class in the areas of Language Arts, Mathematics, Outstanding Growth, Citizenship, as well as Perfect Attendance and Honor Roll.

Through State ASES funding, Parkview students have access to an after-school program, "THINK Together", that allows them to acquire homework assistance, healthy lifestyle education, physical activity, citizenship building, technology, and enrichment. Currently, over 125 students in grades TK-6 participate in the program. Additionally, 30 students participate in the Homework Center where homework and academic support is provided. The Site Coordinator has daily direct contact with the school to ensure collaboration and communication resulting in success for our students.

The school seeks to promote parental involvement in the educational process as well as staff members, offering comprehensive programs and guides for the benefit of both the student and the parent. Both the local community and Parkview Elementary benefit greatly from their collaboration and commitment to each other. Parents and community members are encouraged to participate in organized activities such as parent trainings, on-site ESL classes, parenting classes, volunteering within the campus, and family engagement activities.

Our goal in presenting you with the information within this report card is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

We want you to feel part of our "family" so if you have any questions about this report card, feel free to call our school.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	161
Grade 1	105
Grade 2	131
Grade 3	107
Grade 4	104
Grade 5	104
Grade 6	124
Total Enrollment	836

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.0
Asian	5.4
Filipino	0.0
Hispanic or Latino	94.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	89.2
English Learners	65.2
Students with Disabilities	9.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Parkview Elementary School	16-17	17-18	18-19
With Full Credential	35	35	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mountain View School District	16-17	17-18	18-19
With Full Credential	◆	◆	383.8
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Parkview Elementary School	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading Writing Workshop (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Math Expressions (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Reflections (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Parkview Elementary School was originally built in 1954 for a growing student population. Currently our school serves approximately 742 students spanning the grades from Transitional Kindergarten to Sixth in 32 classrooms that include two Special Day Classes. In addition, we have two computer labs, 30 rolling computer labs, a library, and a multi-purpose room. All of our facilities are in good repair and receive basic cleaning on a regular basis. In addition, detailed cleaning is completed during vacation periods.

Parkview is a clean and safe environment for all stakeholders. A “deep” cleaning is provided to all rooms, work areas and restrooms during winter and summer breaks. Classrooms and restrooms are routinely serviced and immediately repaired. Such repairs are reported to our Maintenance and Operations department via an electronic reporting and monitoring program. Each year the school is inspected by the Los Angeles County Office of Education. The most recent inspection finds the campus in good condition. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority.

Parkview Elementary School maintains an environment that is conducive to every aspect of the learning process: from structural soundness of the facilities to discipline procedures. All buildings meet State building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by one full-time custodian and three part-time custodians. Our buildings provide a safe, clean environment for students, staff and volunteers. Classrooms, bathrooms and general areas are in good repair and receive basic cleaning on a daily basis. All facilities at Parkview Elementary School site have been inspected and found to be maintained in a manner that is clean, safe, and functional, and provide an environment that supports the quality education that Mountain View School District has set for our students. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly; 24-hour emergency personnel are kept on-call.

During the 2014-15 school year, the west side of the grassy field was leveled and replanted to ensure the safety of students while participating in physical education. At the beginning of the 2015-16 school year, the upper grade blacktop was completely resurfaced with new asphalt. In addition, new iron fencing and gates installed throughout the school. . In the summer of the 2016-2017 school year, the roofs of nearly all school building structures were removed and replaced with new materials.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/27/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/27/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Classroom 4, 6, 8, 17, 20, 25, 33, 34, 37, 40, 43, 45, unsecured items stored too high - Extreme Deficiency. Follow-up inspection postponed until January 2019 to allow for building of some structures to secure materials in all the classrooms as well as store bulky items.
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	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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	29.0	32.0	35.0	37.0	48.0	50.0
Math	17.0	22.0	23.0	25.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.6	18.9	14.2

* 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.

**School Year 2017-18 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	435	433	99.54	32.33
Male	241	241	100.00	29.05
Female	194	192	98.97	36.46
Asian	23	23	100.00	26.09
Hispanic or Latino	411	409	99.51	32.52
Socioeconomically Disadvantaged	399	397	99.50	31.99
English Learners	321	319	99.38	28.84
Students with Disabilities	52	52	100.00	11.54
Students Receiving Migrant Education Services	21	21	100.00	66.67
Foster Youth	--	--	--	--

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 2017-18 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	435	434	99.77	21.94
Male	241	241	100	25.73
Female	194	193	99.48	17.19
Asian	23	23	100	56.52
Hispanic or Latino	411	410	99.76	19.8
Socioeconomically Disadvantaged	399	398	99.75	22.17
English Learners	321	320	99.69	20.69
Students with Disabilities	52	52	100	7.69
Students Receiving Migrant Education Services	21	21	100	42.86
Foster Youth	--	--	--	--

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 2018-19)

Parents are the cornerstone of our school. We promote parental involvement in the educational process and strive to give our parents support with a variety of presentations and classes. Our parents and community members are encouraged to participate in organized activities as well as various committees and councils established to preserve the vital line of communication between the school and the community. During the year, parents received trainings in immigration issues, English classes, Computer Literacy classes, fiscal responsibility, saving for college, parenting and SBAC reporting.

Parents are involved in our School Site Council and PAC meetings. Both the local community and Parkview Elementary benefit greatly from their collaboration and commitment to each other. All of our parent engagement activities are conducted in English and Spanish to meet the linguistic needs of our school community. Parent Advisory Council meetings are held five times a year. From these general meetings, we hold annual elections to select school representatives to the Superintendent's Parent Advisory Council, English Learner Advisory Council, and the School Site Council. Parkview parents are also instrumental members of our decision making process by participating in School Site Council (SSC), English-Language Advisory Committee (ELAC), and our Title I Parent Advisory Committee. The SSC is the primary governing body that meets regularly to provide guidance, allocate budgets and address school-wide concerns. Parents elected by their peers to these committees serve a term of two years and may be re-elected for additional terms.

In addition, we have formed a Parent Action Team (PAT). The PAT supports several academic and non-academic school-wide goals. Academic goals include improving test scores on Math and English Language Arts benchmark assessments. To meet these goals, the PAT team will assist with our Family Nights, as well as participate in workshops on related strategies and PESA (Parent Expectations on Student Achievement). Non-academic goals were written by the PAT team to increase the number of students who pass the 5th grade STAR Physical Fitness test by 20%. They include nutrition workshops as well as exercise and health classes for parents.

The Community Liaison serves as an important bridge between parents and the school. If you wish to become involved in the school's activities, or simply volunteer to work in a classroom, please contact Parkview's Community Liaison, Edith Soto at (626) 652-4800.

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

Safety is a chief priority at Parkview. For students to learn, they must feel safe and secure at school. As a PBIS school, a school-wide matrix of behavior expectations has been developed. Expectations have been developed for every area of the campus and adhere to our school motto, S.O.A.R. (Show responsibility, Offer your Best, Achieve, Respect self and others). Students are taught the specific behaviors that are expected and are praised for modeling SOARing behavior. Additionally, each grade level has developed their own classroom matrix following the S.O.A.R. motto. Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm. There are no expulsions to report during the most recent three year period. To promote a safe environment, students participate in assemblies discussing safety and bullying. Positive reinforcement is given for Students who S.O.A.R. while demonstrating good behavior, citizenship, attendance, and achievement in the form of awards, certificates, prizes, privileges, and other recognition.

The El Monte Police Department provides additional support with students and families through our School Resource Officer (SRO) program. In the fall of 2018, in response to community concerns, Parkview became a closed campus. Students attending Parkview Elementary School are under constant adult supervision. Aside from the supervision of their teachers during class periods, campus monitors supervise students during recess and lunchtimes. In addition, the campus monitors are on the grounds before students arrive in the mornings and ensure bus-loading/parent pick-up safety in the afternoons. There is a camera and a security gate installed in the front of the school. All visitors must notify the office by use of a buzzer prior to entering our campus, enabling office personnel to monitor and ensure that the safest environment is maintained for students.

In further striving to ensure student safety, Mountain View School District adopted the School Safety Plan in collaboration with the Los Angeles County Office of Education in January 2018. The plan provides guidance in key elements of safety including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster and discipline procedures. The plan is discussed, reviewed with staff, and updated annually, and is available to the public through the school office. The next review and revision will take place in January 2019.

We hold monthly "disaster" drills that prepare students, staff and parent volunteers to react to real life situations and supported by our School Safety Plan. Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, and emergency lock-downs. These drills are practiced on a monthly basis. We also maintain an emergency storage bin stocked with fresh water and other supplies for use during a disaster.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	0.9	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.0	3.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	.50
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	837

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	23	25	1	1		6	6	7			
1	25	26	25				4	5	3			
2	23	22	24				4	5	6			
3	24	26	20			3	4	4	2			
4	31	30	30				5	3	3			
5	32	30	28				4	5	4			
6	31	27	26		1	1	3	4	4			
Other	12		11	1		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Parkview is committed to staying at the forefront of educational learning. Every year for the past 3 years, teachers have engaged in at least 3 staff development days in order to support continued development of instructional strategies around common core standards as well as implementation of the district instructional framework. Teachers at Parkview also meet either weekly by grade level for collaboration and professional development. This session is dedicated to continued work on consistent instructional teaching practices, continued development of school and grade level strategies, reflection on student performance data, and building grade level support. Additionally, 1-2 staff meetings per month are also dedicated to grade level

collaboration and professional development. In 2017-2018, 3 teachers attend the California Math Conference and 4 teachers attended the California Association of Bilingual Educators Conference (CABE). For 2018-2019 10 teachers will be attending the CABE conference in order to support our growing Dual Immersion program and 2 teachers will attend the CUE conference to support technology instruction within the school.

As part of our instructional program, all teachers in TK-3 receive on going Professional Development in SEAL (The Sobrato Early Academic Language), strategies. SEAL training includes ongoing instruction in how to implement this research-based all-inclusive program that is based on thematic units of instruction. Training and planning time is built into the program, releasing teachers periodically to meet and plan upcoming units based on student data and needs. Through the SEAL Project (The Sobrato Early Academic Language), teachers have the opportunity to work with content experts and Teachers on Special Assignment (TOSA's) to improve instruction using best practices.

Parkview has focused heavily on aligning instruction to the California Common Core State Standards (CCSS). Professional Development occurred in June 2018 during which teachers engaged in data analysis, effective reading/language arts/writing strategies, SEAL, implementation of the District Adopted Language Arts program- Wonders, as well as the use of the Diagnostic Online Reading Assessment (DORA). During the 2018-2019 school year, will continue developing our schoolwide strategy agreements around Language Function Walls to support ELA and ELD as well as Read Draw Write/Read Illustrate Calculate Explain, in order extend learning around complex math problem solving. The Parkview staff, Leadership Team, School Site Council, and Grade Level Teams meet throughout the year for the purposes of aligning instruction, analyzing benchmark/unit assessments and performance assessment results. There are 3 questions that guide all discussions: 1.) What are the barriers for students who have not met Common Core standards? 2.) What other supports will increase academic and personal success? 3.) How are we servicing our increasing English Learner population? Based on these discussions, professional development plans are continually monitored to ensure effective implementation and support.

Parkview Elementary has 1 representative that serves on the district English Language Development Committee and 2 representatives that serve on the District Common Core Committee. These teachers assist other teachers through presentations, classroom modeling, peer coaching, and planning. District Teachers on Special Assignment (TOSAs) support through coaching, demonstration lessons, and resource support. Our Biliiteracy teachers work closely with the District Director of Curriculum and Instruction as well as the District ELD TOSA. Through weekly collaboration sessions, TOSA's meet with specific grade levels to provide additional instructional planning and strategy support.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,862	\$50,084
Mid-Range Teacher Salary	\$87,733	\$80,256
Highest Teacher Salary	\$104,909	\$100,154
Average Principal Salary (ES)	\$128,340	\$125,899
Average Principal Salary (MS)	\$134,340	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$205,000	\$222,447
Percent of District Budget		
Teacher Salaries	36.0	37.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Parkview Elementary School utilizes funds from the State and federal government to meet the diverse academic and socio-emotional needs of our students. The Single Plan for Student Achievement outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council, made up of staff and parents, annually reviews and revises the plan and our progress toward meeting our goals. In addition, the School Site Council monitors the plan's implementation throughout the school year and seeks input from parent groups, school staff, and the English Language Advisory Council to update the plan as needed.

Parkview School is supported by multiple funding sources from both the State and federal governments. Funds are used to pay for library services and books, the computer lab, classroom computers, instructional supplemental services, health clerk services, supplemental instructional materials, instructional software and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library aide, community liaison, health clerk, school counselor and technology tech. Parent Involvement and education is also paid for by Title I. Such funding sources are titled "categorical" and support programs.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,417	\$864	\$5,553	\$89,323
District	◆	◆	\$9,903	\$93,143
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-56.3	-4.2
Percent Difference: School Site/ State			-24.8	9.9

* Cells with ◆ 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.