Parkview Elementary School

12044 Elliott St. • El Monte, CA 91732 • (626) 652-4800 • Grades K-6
Donelle Soto, Principal
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Mountain View School District
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Lillian Maldonado French
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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. With approximately 700 students from TK through six are enrolled, currently Parkview is the largest elementary 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. The school, as is the district, participating 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.

Parkview Elementary School's vision works to develop and maintain a learning environment that promotes the growth of each individual student to achieve their utmost academic, social, emotional, and physical potential. We maintain 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. Recommendations from the California State Standards serve as the model for defining the specific knowledge and skills each student needs. Additionally, the District Curriculum Task Force, surveyed teachers to determine the instructional needs and supports for Distance Learning. A District Scope and Sequence of Standards and instruction were created to address to current need for Distance Learning. To support the MVSD Three-Phase Model of Distance Learning, Hybrid-Instruction, and In-person Instruction, for the school year 2020-2021, teachers are in agreement for the continuing implementation of Focus on Learning goals in Language Arts/ELD, Math, and Social Emotional Learning. Our vision has served as the light that guides the creation of goals in all curricular areas.

"Our mission is to maximize student achievement through rigor, respect and personal responsibility."

Leadership, knowledge, training, responsibility, and commitment propel us toward our mission and serve as the foundation for our climate of creativity and respect, high academic standards, and the strong partnership with our home and school community. The principal, Donelle Soto, 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 three major leadership teams at Parkview Elementary School that were established to create a system of checks and balances. The Instructional Leadership Team is comprised of grade level representatives who hold meetings to discuss strategy implementation, school mission and vision, and vertically articulate schools programs and needs. The Site Leadership Team is comprised of Site representations from both labor management associations and meet to discuss school climate, members needs, and systems of support. 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 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.

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. Additionally, TK-K students and their families will participate in Raising a Reader where families receive weekly book bags to promote family literacy.

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.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	93
Grade 2	114
Grade 3	96
Grade 4	115
Grade 5	96
Grade 6	83
Total Enrollment	713

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	5
Filipino	0.1
Hispanic or Latino	94.1
Socioeconomically Disadvantaged	92.3
English Learners	60.6
Students with Disabilities	8.8
Foster Youth	0.7
Homeless	13.7

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 Parkview Elementary School	18-19	19-20	20-21
With Full Credential	33	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mountain View School District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Parkview Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading/Writing Workshop K-6 (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 K-5 (2015)
	Houghton Mifflin Harcourt Big Ideas Grade 6 (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 K-6 (2007)
	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)

Parkview Elementary School was originally built in 1954 for a growing student population. Currently our school serves approximately 685 students spanning the grades from Transitional Kindergarten to Sixth in 32 classrooms that include two Special Day Classes. In addition, we have a computer lab, 34 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.

In May of 2020, major construction began on Parkview's underground infrastructure, sewage system, and plumbing. This is the first part of a multi-phase project that will take place over the course of the next 2-3 years and will encompass major structural and infrastructure improvements to the entire campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/14/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Cabinet door under sink, loose hinges (Room 15).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Plug in air freshener (Room 17).
Structural: Structural Damage, Roofs	Good	Damaged and rotted ceiling fascia boards (Room 15). Damaged, peeling fascia paint (Room 6). Peeling exterior paint (Room 20)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	Unsecured, overhead storage (Room 17)

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	40	N/A	50	N/A
Math	29	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	23	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parents are the cornerstone of our school. 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. 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. As Distance Learning has posed challenges for family engagement, Parkview and the Mountain View School District have worked diligently to offer capacity building opportunities with training, classes, and individual support in technology integration at home. Additionally, our school and district have implemented the use of the Learning Management system, Schoology, to be able to post lessons, provide feedback, and communicate with parents in a single platform.

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 community climate and student attendance.

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 (School Year 2020-2021)

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 2020. 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 2021.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.9	3.3	1.8	3.3	3.6
Expulsions	0.0	0.0	0.0	0.04	0.09	0.09

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	713

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		7		19	5	2	4	23		1	
1	25		3		24		4		23		4	
2	24		6		22	1	4		26	4		
3	20	3	2		23	1	4		28	2	1	1
4	30		3		28		3		27		4	
5	28		4		24	1	2		32		2	
6	26	1	4		26	1	4		27		3	
Other**	11	1							17	3	1	

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 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. Additionally, 2 teachers received training TELA training in order to incorporate Visual and Performing Arts to support English Language Development.

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 (CCCSS). Professional Development occurred in June 2019 during which teachers engaged in CAASPP 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 the Diagnostic Online Reading Assessment (DORA). As new data was not available, Parkview determined it would continue to use 2019 data and alignment of standards to develop goals for 2020-2021. A continuance of the realignment of adopted materials to content standards will continue throughout the 2020-2021 year in order to ensure that Focus Claims and Targets were well addressed through explicit instruction. During distance learning, Parkview will utilize the District Standard Scope and Sequence developed during the Summer 2020 as a base for further development. In order to meet the instructional needs of Distance Learning, all teachers participate in Professional Development training on the integration of technology into daily instruction.

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 Biliteracy teachers work closely with the District Leadership 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,528	$51,004
Mid-Range Teacher Salary	$90,607	$82,919
Highest Teacher Salary	$108,346	$104,604
Average Principal Salary (ES)	$132,545	$131,277
Average Principal Salary (MS)	$138,545	$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$211,716	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	35.0
Administrative Salaries	4.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,417	$864	$5,553	$89,323
District	N/A	N/A	$9,903	$97,079
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-56.3	-8.3
School Site/ State	-33.0	5.9

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

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. Funds are used to pay for services such as 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.

The School 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.