Parkview Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	330 Bluefield Dr. San Jose, CA , 95136-2100	**Principal:**	Gokcen Ceran
Phone:	(408)226-4655	**Grade Span:**	

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 LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Gokcen Ceran

📍 Principal, Parkview Elementary

About Our School

Contact

Parkview Elementary
330 Bluefield Dr.
San Jose, CA 95136-2100

Phone: (408)226-4655
Email: gceran@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	(408) 226-4655
Superintendent	Manzo, José
Email Address	jmanzo@ogsd.net
Website	https://parkview.ogsd.net

School Contact Information (School Year 2022–23)

School Name	Parkview Elementary
Street	330 Bluefield Dr.
City, State, Zip	San Jose, CA , 95136-2100
Phone Number	(408)226-4655
Principal	Gokcen Ceran
Email Address	gceran@ogsd.net
Website	https://parkview.ogsd.net
County-District-School (CDS) Code	43696256093066

Last updated: 2/1/23

## School Description and Mission Statement (School Year 2022–23)

At Parkview Elementary School, we believe that every student can achieve at high levels. Therefore, a
fundamental aim of our educational programs is to ensure that each student possesses the competence
and confidence that would guarantee success at the next level. This plan is our roadmap for building
and sustaining a strong and effective instructional core in every classroom. It is our articulation of the
vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable
instructional leadership and strong relationships are crucial to realizing our community's hopes and
dreams for student learning and development. This focus encompasses the teaching practices,
leadership practices and organizational practices that have become the norm throughout our
school system. Our focus expresses our collective responsibility for student learning and motivates us all
- school, home, and community - to collaborate in ways that will turn our good intentions into strong
results for students.
Working closely with our community stakeholders, we are committed to focusing on six school wide
goals including (1) academic proficiency for all students, (2) targeted academic
achievement of our English learners, socioeconomically disadvantaged students, homeless and foster youth, and historically
underserved student populations, (3) as Parkview is home to the district's only Autism program, we
strive to create an inclusive learning environment and to support the social, emotional, and academic
development of students with disabilities, (4) the goal to develop technological literacy through the
mastery of collaboration, communication, critical thinking, and creativity, (5) the goal of implementing
multi-tiered systems of support to build a school climate of learning, creativity, safety, and engagement,
and finally, (6) the goal of actively engaging family and community members to ensure that all
stakeholders are involved in providing input to program decisions.

Last updated: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	97
Grade 1	87
Grade 2	79
Grade 3	84
Grade 4	75
Grade 5	73
Grade 6	76
Total Enrollment	571
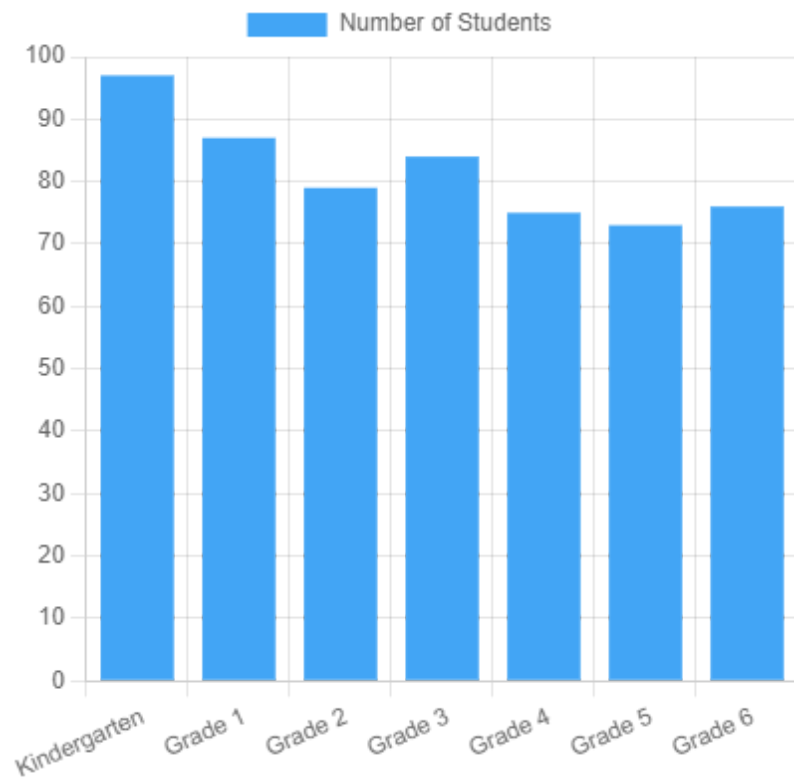
Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	21.50%
Black or African American	4.00%
Filipino	6.70%
Hispanic or Latino	54.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.40%
Foster Youth	0.00%
Homeless	1.10%
Migrant	0.00%
Socioeconomically Disavantaged	38.20%
Students with Disabilities	13.00%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	4.60%
White	7.00%

Student Group	Percent of Total Enrollment

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	88.12	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.92	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.74	12115.80	4.41
Unknown	1.00	3.96	22.40	5.32	18854.30	6.86
Total Teaching Positions	25.20	100.00	420.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.40	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0%
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	and CCSS-related areas for which they were reviewed.		
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Parkview has a large main building with classroom wings, central library, and administration office. The sites houses several classroom portable buildings.

The site is in excellent condition that offers students and staff a safe, clean and functional campus to thrive. With the passing of Bond Measure P, the District is looking forward to further interior modernization of the campus.

Last updated: 2/1/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 of the most recent FIT report: January 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating   Exemplary

Overall Rating   Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	41%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	38%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	276	88.46	11.54	40.58
Female	155	141	90.97	9.03	43.97
Male	157	135	85.99	14.01	37.04
American Indian or Alaska Native	0	0	0	0	0
Asian	63	55	87.30	12.70	65.45
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	43.75
Hispanic or Latino	177	153	86.44	13.56	30.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	15	88.24	11.76	46.67
White	23	22	95.65	4.35	50.00
English Learners	96	83	86.46	13.54	15.66
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	101	90.99	9.01	27.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	27	64.29	35.71	14.81

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.

Last updated: 1/25/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	293	93.91	6.09	37.88
Female	155	150	96.77	3.23	36.67
Male	157	143	91.08	8.92	39.16
American Indian or Alaska Native	0	0	0	0	0
Asian	63	56	88.89	11.11	73.21
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	56.25
Hispanic or Latino	177	169	95.48	4.52	23.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	15	88.24	11.76	60.00
White	23	22	95.65	4.35	50.00
English Learners	96	94	97.92	2.08	22.34
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	103	92.79	7.21	22.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	27	64.29	35.71	22.22

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.

Last updated: 1/25/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	26.39	NT	36.27	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/25/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	26.39
Female	32	32	100.00	0.00	25.00
Male	41	40	97.56	2.44	27.50
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	40	97.56	2.44	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/25/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:
(The number of students who participated in the FITNESSGRAM Component)
– divided by –
(The total number of students enrolled at time of testing)

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	100%	97%	97%	97%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Parent and student meetings, including, Home & School Club, ELAC, Koffee Klatch, Habla, and School
Site Council meetings are conducted virtually to encourage increased family participation. Individualized
Education Plan (IEP) meetings, Student Success Team (SST) meetings, 504 meetings, and
Parent/Teacher conferences are offered in-person or virtually to meet parent needs. The utilization of
the ParentSquare communication vehicle ensures that parents receive school communication in their
desired language. Weekly messages and use of social media is utilized to keep parents informed in a
timely manner about school events, activities, and other important information.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	618	288	46.6
Female	314	306	149	48.7
Male	327	312	139	44.6
American Indian or Alaska Native	3	3	2	66.7
Asian	131	128	29	22.7
Black or African American	24	24	9	37.5
Filipino	39	38	16	42.1
Hispanic or Latino	361	346	204	59.0
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	29	27	10	37.0
White	42	40	12	30.0
English Learners	198	192	90	46.9
Foster Youth	0	0	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	262	258	143	55.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	85	48	56.5

Last updated: 2/1/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 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	0.96%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.16%	1.87%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.87	0.00
Female	0.64	0.00
Male	3.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.76	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.13	0.00
Hispanic or Latino	2.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.38	0.00
English Learners	2.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.30	0.00

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

Comprehensive Safety Plan is designed to be utilized as a resource and guideline for prevention/mitigation, preparedness, response and recovery planning and training. Parkview's plan includes three safety goals, (1) to establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic, (2) to update the site emergency storage container (ARCC) to ensure adequate necessary supplies in the event of an emergency, and (3) to provide mental health support for students. The safety plan also includes the designated Incident Command System Team, Emergency Response Teams, evacuation maps, and ingress and egress routes.

Parkview Comprehensive safety plan was approved virtually by the Parkview
School Site Council on January 26, 2023.

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D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	3	
1	21.00	1	3	
2	24.00		2	
3	24.00		3	
4	34.00			1
5	34.00			1
6	33.00		1	
Other**	22.00	2	2	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	4	
1	25.00		3	
2	24.00		2	
3	24.00		2	
4	32.00		2	
5	33.00			
6	32.00		2	
Other**	20.00	3	2	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	3	
1	25.00		3	
2	25.00		2	
3	24.00		2	
4	34.00			1
5	34.00			1
6	33.00		1	
Other**	21.00	3	4	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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.

Last updated: 2/1/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 2/1/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12556.00	$5150.00	$7406.00	$91518.00
District	N/A	N/A	$7501.00	$86461.00
Percent Difference – School Site and District	N/A	N/A	-0.85%	3.75%
State	N/A	N/A	$6593.62	$87271.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	7.59%	3.14%

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

Last updated: 2/1/23

	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference	N/A	N/A	7.59%	3.14%

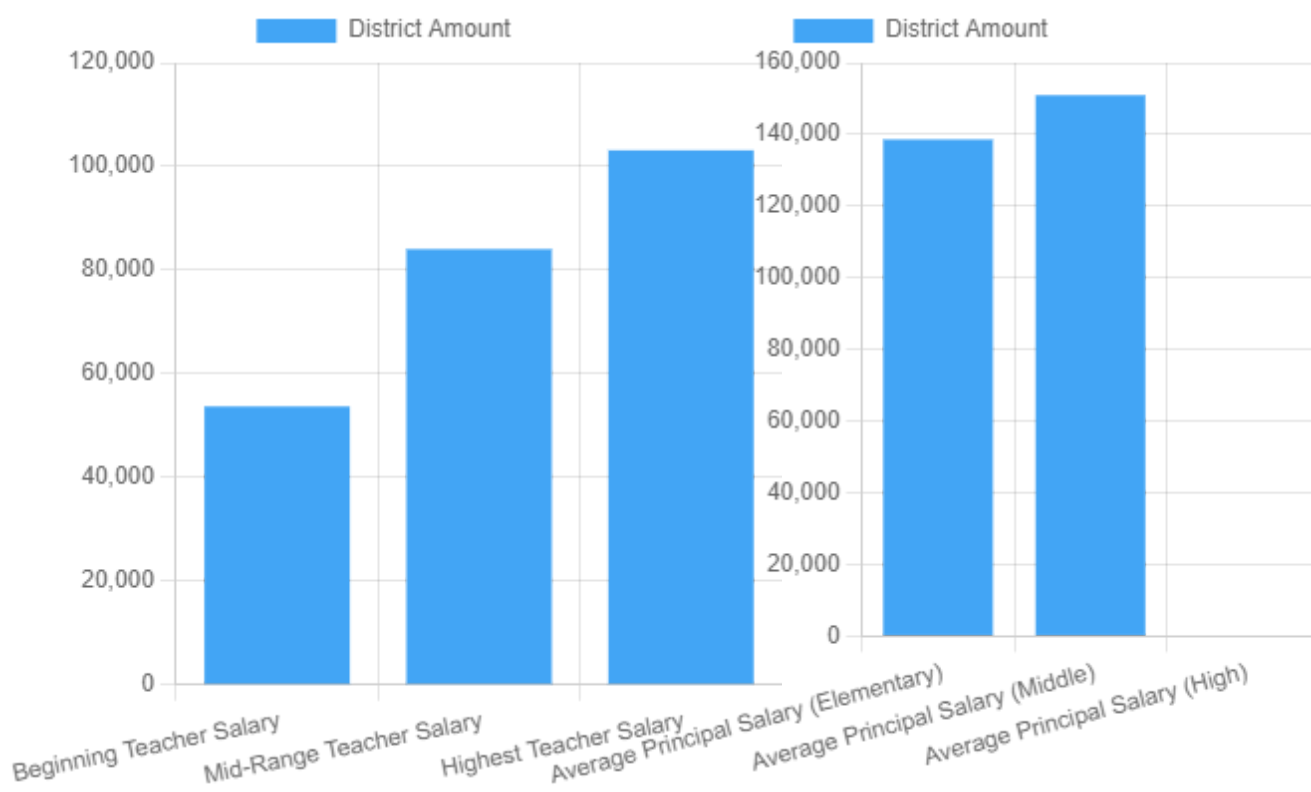## Types of Services Funded (Fiscal Year 2021–22)

Parkview site funding was used to purchase programs which could be used from home with high levels of engagement including RAZ Kids reading and DreamBox math programs. District funding provided access to the NearPod program to support social emotional learning. In addition, site funding is being used to cover necessary expenses for monthly PBIS rallies and recognized student incentives to promote Parkview's Positive Behavioral Interventions and support (PBIS) motto (Being Safe, Responsible and Respectful). Parkview continues to utilize district and outside community agencies for student referrals to counseling support as needed. Technology, updated document cameras, short throw projectors and second monitors were provided to teachers to support student engagement.

Last updated: 2/1/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53709.00	$52640.75
Mid-Range Teacher Salary	$84060.00	$83981.39
Highest Teacher Salary	$103129.00	$107521.97
Average Principal Salary (Elementary)	$138613.00	$136246.56
Average Principal Salary (Middle)	$150958.00	$142247.57
Average Principal Salary (High)	$0.00	$139199.00
Superintendent Salary	$298043.00	$242165.89
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Chart 1 (Left):
- Beginning Teacher Salary: ~53,000
- Mid-Range Teacher Salary: ~84,000
- Highest Teacher Salary: ~103,000

Chart 2 (Right):
- Average Principal Salary (Elementary): ~139,000
- Average Principal Salary (Middle): ~151,000
- Average Principal Salary (High): (no bar shown)

Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 2/1/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 2/1/23