

Parkview Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	330 Bluefield Dr. San Jose, CA , 95136- 2100	Principal:	Mrs. Gokcen Ceran, M.Ed
Phone:	(408) 226-4655	Grade	K-6
		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

Mrs. Gokcen Ceran, M.Ed

📍 Principal, Parkview Elementary

About Our School

Gokcen Ceran, M.Ed.

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(408)226-4655

Contact

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

Phone: [\(408\) 226-4655](tel:(408)226-4655)

Email: gceran@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jos,
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)	
School Name	Parkview Elementary
Street	330 Bluefield Dr.
City, State, Zip	San Jose, CA , 95136-2100
Phone Number	(408) 226-4655
Principal	Mrs. Gokcen Ceran, M.Ed
Email Address	gceran@ogsd.net
Website	https://parkview.ogsd.net
County-District-School (CDS) Code	43696256093066

Last updated: 1/26/24

School Description and Mission Statement (School Year 2023–24)

<p>Parkview Elementary School is a comprehensive TK-6 school. It serves approximately 600 students. At Parkview Elementary School, we truly believe in the potential of each and every student. Our core belief is that every child can reach great heights, and it's our mission to equip them with the skills and confidence needed for success at the next academic level.</p> <p>In collaboration with our community partners, we have set these six school-wide goals:</p> <ol style="list-style-type: none">1) Academic Proficiency for All Students: Ensuring that every student achieves academic excellence.2) Targeted Academic Achievement: Focusing on the academic success of English learners, socioeconomically disadvantaged students, homeless and foster youth, and historically underserved student populations.3) Inclusive Learning Environment: As the home to the district's Autism (4th-6th) program, striving to create an inclusive learning environment and supporting

the social, emotional, and academic development of students with disabilities.

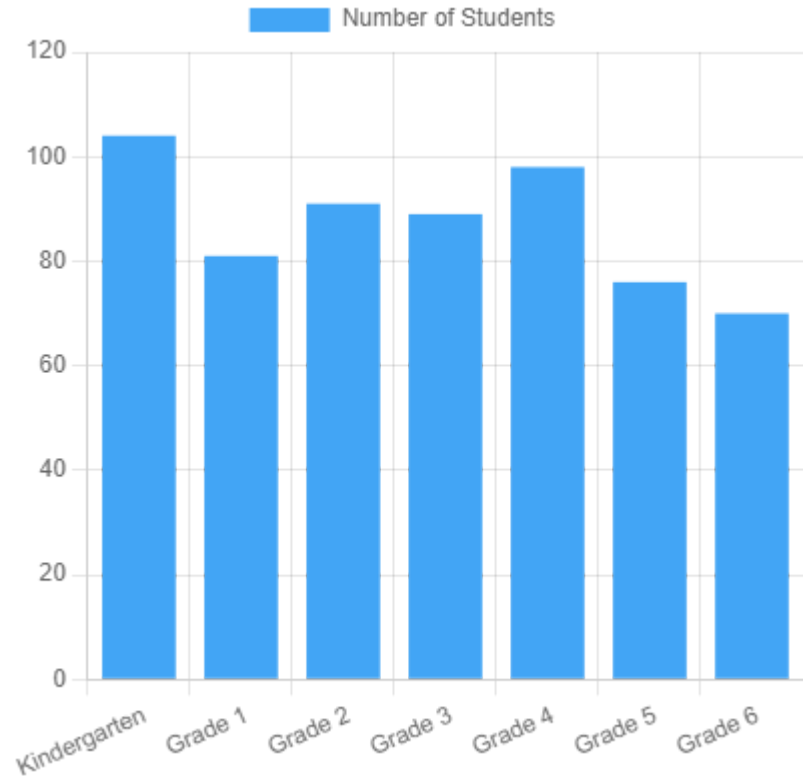
- 4) Technological Literacy: Developing technological literacy by mastering collaboration, communication, critical thinking, and creativity.
- 5) Multi-tiered Systems of Support: Implementing multi-tiered systems of support to cultivate a school climate of learning, creativity, safety, and engagement.
- 6) Family and Community Engagement: Actively involving family and community members to ensure that all stakeholders contribute to program decisions.

By collectively focusing on these goals, we aim to foster an environment where the entire community collaborates to provide valuable input and contribute to the success of our educational programs.

Last updated: 1/26/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	104
Grade 1	81
Grade 2	91
Grade 3	89
Grade 4	98
Grade 5	76
Grade 6	70
Total Enrollment	609



Last updated: 1/26/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.10%
Male	49.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	20.50%
Black or African American	2.50%
Filipino	5.70%
Hispanic or Latino	58.60%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	3.80%
White	7.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.80%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	52.50%
Students with Disabilities	11.30%

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/Incomplete/NA	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: 1/30/24

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)	24.20	96.04%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	3.96%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	25.20	100.00%	412.30	100.00%	279044.80	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: 1/30/24

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

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

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) 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. 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 and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

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.

Parkview Elementary is in need of modernization and we look forward to making more adjustments in the future. Over the 2023 Summer, the District contracted services to complete path of travel grinding of trip hazards. The District has also invested in new custodial equipment district wide to help support custodial efforts to maintain the campus.

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: February 2024

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	Fair	At the time of the inspection, District staff found a number of water fountain repairs needed. Work orders have been placed for maintenance to address these deficiencies.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The District is currently exploring replacement of the asphalt and blacktop surrounding the site.

Overall Facility Rate

Year and month of the most recent FIT report: February 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	41%	38%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	38%	32%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/26/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	306	90.53%	9.47%	37.91%
Female	162	144	88.89%	11.11%	40.28%
Male	176	162	92.05%	7.95%	35.80%
American Indian or Alaska Native	--	--	--	--	--
Asian	71	67	94.37%	5.63%	58.21%
Black or African American	--	--	--	--	--
Filipino	19	18	94.74%	5.26%	50.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	197	174	88.32%	11.68%	25.86%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33%	6.67%	57.14%
White	21	19	90.48%	9.52%	63.16%
English Learners	119	93	78.15%	21.85%	15.05%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	194	175	90.21%	9.79%	29.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	36	90.00%	10.00%	13.89%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/26/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	325	96.15%	3.85%	32.00%
Female	162	157	96.91%	3.09%	29.94%
Male	176	168	95.45%	4.55%	33.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	71	68	95.77%	4.23%	61.76%
Black or African American	--	--	--	--	--
Filipino	19	18	94.74%	5.26%	38.89%
Hispanic or Latino	197	191	96.95%	3.05%	17.28%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33%	6.67%	57.14%
White	21	20	95.24%	4.76%	65.00%
English Learners	119	113	94.96%	5.04%	14.16%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	194	185	95.36%	4.64%	21.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	36	90.00%	10.00%	13.89%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/26/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	26.39%	17.81%	36.27%	35.97%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/26/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	77	96.25%	3.75%	18.42%
Female	39	39	100.00%	0.00%	12.82%
Male	41	38	92.68%	7.32%	24.32%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	14	14	100.00%	0.00%	14.29%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87%	2.13%	13.33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	10.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	50	49	98.00%	2.00%	6.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	10	83.33%	16.67%	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

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 2022–23)

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:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	91%	90%	99%	99%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 2023–24)

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 are 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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	662	646	261	40.4%
Female	320	316	131	41.5%
Male	342	330	130	39.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	131	131	31	23.7%
Black or African American	16	15	6	40.0%
Filipino	36	36	11	30.6%
Hispanic or Latino	398	386	193	50.0%
Native Hawaiian or Pacific Islander	5	5	0	0.0%
Two or More Races	26	24	4	16.7%
White	48	47	15	31.9%
English Learners	244	238	100	42.0%
Foster Youth	0	0	0	0.0%
Homeless	12	11	7	63.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	398	392	171	43.6%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	89	88	35	39.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.16%	1.87%	0.60%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60%	0.00%
Female	0.63%	0.00%
Male	0.58%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.76%	0.00%
Black or African American	6.25%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.75%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.12%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/26/24

School Safety Plan (School Year 2023–24)

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 four safety goals, (1) to refine our earthquake preparedness to ensure safety and security measures are in place at the outset of each school year. (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. (4) Increase the safety of all students and staff by installing various security measures. 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 25, 2024.

Last updated: 1/26/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	4	0
1	25.00	0	3	0
2	25.00	0	3	0
3	26.00	0	3	0
4	34.00	0	0	1
5	32.00	0	1	0
6	34.00	0	0	1
Other**	19.00	3	2	0

* 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.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
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: 1/26/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15521.00	\$6312.00	\$9209.00	\$97599.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	-1.62%	4.29%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference –	N/A	N/A	12.31%	5.64%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site and State				

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

Last updated: 1/26/24

Types of Services Funded (Fiscal Year 2022–23)

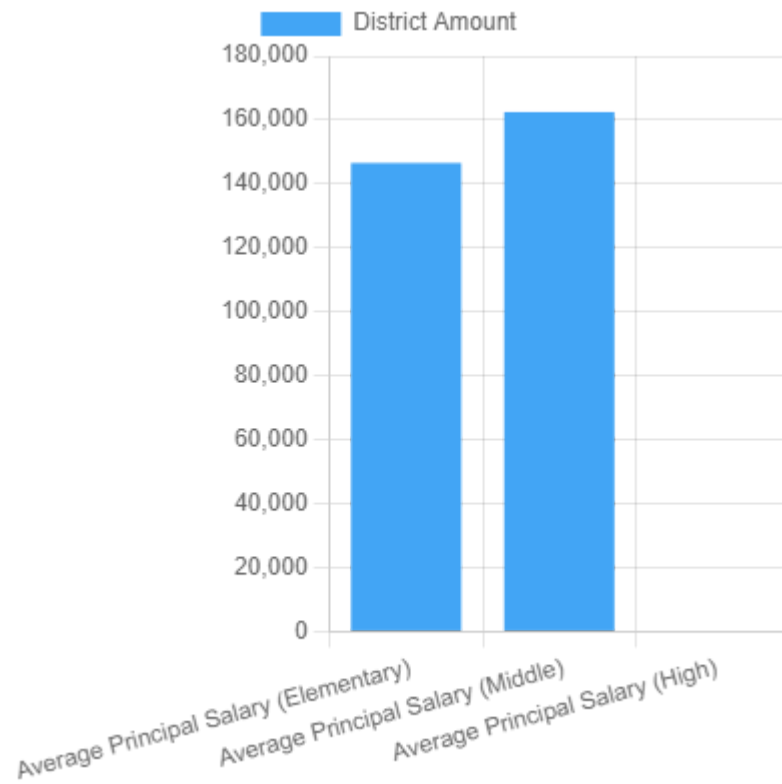
Parkview site funding was used to purchase programs which could be used from home with high levels of engagement including Iready, RAZ Kids reading and DreamBox math programs. District funding provided access to the NearPod and Leader in Me program to support social emotional learning. In addition, site 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 is also a Leader-in-Me campus, dedicated to imparting essential life skills to our students. Through this curriculum, we focus on teaching the seven habits that foster a happy and well-rounded childhood. Parkview has a wellness center designed to provide our students with emotional support and skill building activities. 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: 1/26/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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



Last updated: 1/26/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

