Parkview Elementary School

575 Juniper Street • Chula Vista, CA 91911 • (619) 421-5483 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

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Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Parkview Elementary School is in the Chula Vista Elementary School District. Built in 1969, the school underwent modernization during the summer of 2002.

Chula Vista Elementary School District is located in the southernmost county of California, approximately five miles from the US/Mexico border. It is the largest kindergarten through grade six district in the state. It serves a rapidly growing community that features a blend of residential areas, recreational facilities, open space and light industry.

Vision and Values

At Parkview, students, parents, staff, and community members are committed to a shared vision of putting students first.

Learning is a life-long process that is meaningful and relevant to global perspectives. We value diversity and promote equity for all. We take great pride in our school and provide a learning environment based on high expectations and clear standards.

At Parkview School, students, staff, parents, and community are respected, valued, and encouraged to give input into the decision-making process. Working together as a team, demonstrating professionalism and personal integrity, we are committed and take responsibility in bringing our vision to life so that all students at Parkview Elementary School will reach their personal and academic goals.

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	77
Grade 1	50
Grade 2	53
Grade 3	49
Grade 4	45
Grade 5	43
Grade 6	50
Total Enrollment	367

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
Asian	1.9
Filipino	11.2
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	1.1
White	7.6
Two or More Races	3.8
Socioeconomically Disadvantaged	49.9
English Learners	21.8
Students with Disabilities	17.2
Foster Youth	0.3

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	18-19	19-20	20-21
With Full Credential	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
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			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted in 2017-18 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mc Graw Hill Mathematics K-6, Go Math English and Spanish. Adopted in 2015-16 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 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)

Classroom space at Parkview Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Parkview's custodial staff performs basic cleaning operations daily. Parkview has 17 classrooms, 1 staff development room, 1 Speech and Language room, 1 Resource Specialist Room, 1 library, 2 computer labs, and a multipurpose room. The school enrollment was 398 students.

There is a security system in place through out the building including the portables. The custodian assures that school buildings and classrooms are maintained and attractive. Ongoing inspections of school facilities alert the custodian to potential hazards, vandalism, graffiti or damage that are repaired or removed immediately. The Safe School Plan outlines the process for pupil ingress/egress to assure that all pupils are safe before and after school.

Our safety patrol, noon duty supervision, and support staff assure each pupils safety during the school day.

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

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Year and month in which data were collected: 10/1/2020

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System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	300/400 Boys RR: handicap stall missing door wall bumber pad, loose toilet seat 500 Boys: GFI not working; paint peeling off around sink CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can CR 303: cracked ceiling tiles CR 406: GFCI outlet not working , sink counter top needs refinished CR 604: Water damage, holes in tackboard, damaged ceiling tile, ceiling tile pushed up, vent dirty. Kinder 504: sinktop needs caulking, GFCI not working, trim next to door needs paint library CR 606: 3 Stained ceiling tile; 20 window blind slats missing; 1 sagging ceiling tile, sink top peeling Library CR 608: 607-608 is library, damage ceiling tile by water damage. Workroom: holes in tackboard , doors scratched
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	301 storage: excessive clutter 500 Mechanical: Dusty and full of cobwebs, Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12", upper step needs replaced
Electrical: Electrical	Fair	500 Boys: GFI not working; paint peeling off around sink 603 comp lab: Damaged light cover CR 201: Door handle needs bumper on wall, lights covered with blue cloth CR 304: 1 light out, windex under sink CR 406: GFCI outlet not working , sink counter top needs refinished Kinder 502: stained ceiling tile, GFCI oulet not working Kinder 503: microwave; 4 unmarked spray bottles, GFCI outlet not working, tackboard dirty Kinder 504: sinktop needs caulking, GFCI not working, trim next to door needs paint Office by 206: stained ceiling tile, 2 lights out

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200/300 Boys RR: sinks rusting 300/400 Boys RR: handicap stall missing door wall bumber pad, loose toilet seat CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can Kinder 501: sink top finish peeling off, stained ceiling tile
Safety: Fire Safety, Hazardous Materials	Good	CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can CR 302: Ant, roach spray under sink CR 304: 1 light out, windex under sink CR 402: unmarked bottle under sink, cabinet doors and countertops scratched, rust oleum paints under sink. Kinder 503: microwave; 4 unmarked spray bottles, GFCI outlet not working, tackboard dirty
Structural: Structural Damage, Roofs	Good	Kinder 501: sink top finish peeling off, stained ceiling tile Office by 206: stained ceiling tile, 2 lights out Office by 301: stained ceiling tile Office by 306: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 201: Door handle needs bumper on wall, lights covered with blue cloth CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can Kinder Playground East: steps and landings need replaced, triangle landing handrails severly corroded at base Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12", upper step needs replaced Upper Playground: play toy - paint peeling; cobwebs; slide drop more than 12", 2 landings delaminating need replaced
Overall Rating	**Good**	

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	83	N/A	64	N/A	50	N/A
Math	74	N/A	51	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	53	N/A	37	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)
Contact Information: (619) 421-5483

Parent Participation
Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school by inviting parents to volunteer in classrooms, participate in ELAC, GATE, and other after-school programs. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. Parkview School's Parent–Teacher Association (PTA) has approximately 100 members. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community.

Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Site Plan. In addition, parents at Parkview are provided the opportunity to participate in Literacy Training sessions in order to support their children at home with reading and writing.

Additionally, we have monthly Principal coffee chats where the principal seeks input from parents regarding concerns on campus.

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)

The goal of Parkview Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Parkview Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. Fencing was added to ensure a closed campus during the school day. In the event of an emergency, Parkview has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council on November 18, 2020.

The Parkview staff believes in high expectations for all students, both academically and socially. Most teachers have received CLAD (Cognitive Language Acquisition Development) certification, G.L.A.D training, and have been trained in English Language Development Instruction and use this training to ensure Limited English Proficient students benefit equally from classroom instruction. This year, teachers will continue to expand their use of strategies to differentiate instruction based on data analysis. We will also continue to deconstruct standards and provide rigorous instruction. Instructional practices are monitored throughout the year. It is our belief that, when students feel successful about their education, they tend to make better choices about treating others in a respectful manner. All staff is in-serviced annually on Blood Bourne Pathogens and sexual harassment and they receive written information regarding the definition of sexual harassment and procedures to be followed to register a complaint. Additionally, all staff will receive professional development and training on their roles and responsibilities in the event of an emergency or disaster. Additionally, all visitors/volunteers to the school campus sign in at the office using the new Raptor System to ensure student safety and accountability for adults on campus in case of an emergency.

This year, Parkview has new COVID-19 Ingress/Egress Procedures. We have altered the way people move in and out of the school in order to comply with social distancing recommendations. We have also placed signage all over campus reminding everyone to maintain 6 feet of physical separation.Fire and life safety requirements, including those mandating a minimum number of emergency exits, have not changed as a result of COVID-19 or social distancing. The potential for a fire and the need for emergency exits has not changed, regardless of the number of people in a building.
It is important to note that we will remain vigilant and aware during this challenging time by reporting any instances of emergency exits being blocked or otherwise inaccessible during an emergency.
We have also minimized the number of individuals on campus by allowing half of the student body to return to campus.

This year, we have also modified our school safety programs and strategies to include COVID-19 safety.

We intend to implement the Core Four Pillars for COVID-19 Safety. These four pillars are essential to mitigating and preventing the spread of the COVID virus. In addition to these four pillars our school is also instituting:
· Cohort model for keeping students and staff limited in contacts
· Providing distance learning for any families who wish to keep children at home during the COVID pandemic.
· Behavioral signage to reiterate the four pillars and our safety procedures
· Limiting shared spaces, equipment and materials
The following strategies are being implemented in order to reduce and prevent the spread of COVID and other viruses:
· Physical Distancing
· Increased cleaning, disinfecting and hygiene
· Health monitoring and contact tracing
· Wearing of personal protective equipment
· Only allowing necessary visitors and vendors on campus.

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	1.0	1.0	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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	1	0.6	2.5
Expulsions	0.0	0.0	0.1

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*	0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.7

*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	22		3		20	1	3		15	3	2	
1	22		2		23		2		13	3	1	
2	20	1	1		25		2		18	1	2	
3	21	1	1		21		2		16	1	2	
4	27		1		28		1		15	2	1	
5	30		2		30		2		14	2	1	
6	20	1	2		19	1	2		17	1	2	
Other**	8	2			9	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			

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. All teachers at Parkview are highly qualified. Staff development topics arose from analyzing data and professional growth needs.

Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

2020-21:
Cultural Proficiency and Equity Training
Tier I and Tier II Vocabulary

2019-20:
NGSS
Sanford Harmony
Analyzing Student Work
*All teachers are supported during teacher collaboration, in-class coaching, and teacher-principal meetings.

2018-19:
Success Criteria
Math: Conditions of the Problem
Sanford Harmony
Restorative Practices
Analyzing Student Work
*All teachers are supported during teacher collaboration, in-class coaching, and teacher-principal meetings.

2017-18:
Math Problem Solving: Three Reads and Four Cornes
Discourse and conversation routines
Teacher student Relationships
Benchmark Advanced

2016-17:
8-Mathematical Practices
Math Problem Solving
Number Talks

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	15,183.09	6,222.82	8,960.27	79,928
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-2.2
School Site/ State	14.5	-5.2

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

Types of Services Funded

Students in need of additional support and instruction were provided with a variety of services and materials through categorical funds. These funds were used to provide support for all students as well as any target groups. Programs offered included:

Illuminate Data Management System

Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.

Technical Computer Support

Standards based supplemental materials

Additional instructional assistant for primary grades

Before/after school programs

NGSS materials

GATE program

Accelerated Reader

Achieve 3000

Next Gen Math

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.