

Parkview Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Parkview Elementary School
Street	1770 E. Eighth Street
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3114
Principal	Heather Sufuentes
Email Address	Hsufuentes@chicousd.org
Website	http://parkview.chicousd.org
County-District-School (CDS) Code	04-61424-6003073

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

School Description and Mission Statement (School Year 2019-20)

Parkview School is a multi-ethnic school located on the east side of Chico, on East 8th street adjacent to Bidwell Park. It is one of 12 elementary schools in the CUSD. Parkview places an emphasis on Science Technology Engineering and Mathematics (STEM) instruction, curriculum and learning. Nationally, STEM-based curricula are proliferating throughout high schools and elementary schools, as they offer an approach to teaching and lifelong learning that emphasizes the natural interconnections of the four separate STEM disciplines. By better focusing on these core disciplines, students are better prepared for high school and college. Parkview uses STEM to emphasize collaboration, problem-solving and critical thinking.

In addition to a school-wide commitment to STEM, Parkview also houses Chico's Gifted and Talented Education (GATE) classes for 4th and 5th grades. The program has been tremendously successful in providing a valuable learning platform and consistent class environment for those students ready and able to learn at an accelerated pace.

Parkview receives supplemental state and federal funding which includes: Title I, Title II, LCFF targeted dollars, and the free and reduced lunch program. In addition to these services, we join with the Chico Area Volunteers in Education (CAVE) program. Many staff members host student teachers which also provide extra support in the classrooms.

The Parkview School community provides a quality academic and social emotional education that promotes personal success. This is accomplished through standards-based instruction, on-going assessment, and high academic and behavioral expectations in a safe, engaging, language-rich environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	46
Grade 2	45
Grade 3	53
Grade 4	83
Grade 5	76
Total Enrollment	381

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1
Asian	4.2
Filipino	0.3
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.3
White	58.8
Two or More Races	7.6
Socioeconomically Disadvantaged	42.8
English Learners	5.2
Students with Disabilities	13.9
Foster Youth	0.3
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	20	20	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 5 in 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 Project Lead the Way - Engineering	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. The original buildings at Parkview were constructed in 1953. Permanent buildings were added in 1965 and 1967. Portables were added in 1986, 1988, 1995, 1997 and 2000. Parkview currently has 19 regular classrooms, 5 portable classrooms, a Library, Multipurpose Room/Cafeteria and preschool. All buildings were painted on the outside in the summer of 2016. During 1993, the original buildings underwent reconstruction funded by the State. This project included the removal of asbestos, the addition of new heating/air conditioning systems, renovation of flooring, wall covering, lowered ceilings and new cabinetry. The multipurpose room, office and classrooms were included in the project. The total square footage is 44,402.79 on 7.48 acres. The school's practical student capacity is 551 students. New playground equipment was provided by PTO funds and a new field and sprinklers were installed in 1999. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The day and nighttime custodians keep the school clean and in good repair. The day custodian arrives before day break to have the campus ready for the opening of the school day. The playground is checked and cleared of any litter/debris that may have accumulated overnight. Graffiti is dealt with immediately when discovered. All staff and students work together to do a good job keeping litter picked up and the school grounds tidy. In addition, the district sends a grounds crew on a weekly basis and a maintenance team on an "as needed" basis. Any safety issue is dealt with immediately. Parkview students, staff and parents take pride in maintaining the appearance of our beautiful school. Children are encouraged to pick up after themselves and many children ask to pick up trash regularly so they can be of help to the adults.

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 overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rooms 11A and B (D) Carpeting damaged or stained (D) Plaster or paint is damaged - summer projects
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	(D) Evidence of pest infestation (wasp nest near bushes at MPR) - has been removed.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	64	54	56	50	50
Mathematics (grades 3-8 and 11)	57	57	44	43	38	39

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

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	211	99.53	0.47	64.45
Male	118	117	99.15	0.85	58.97
Female	94	94	100.00	0.00	71.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	47	47	100.00	0.00	48.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	133	99.25	0.75	69.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	110	109	99.09	0.91	55.05
English Learners	19	19	100.00	0.00	26.32
Students with Disabilities	26	25	96.15	3.85	44.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	57.14

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	211	99.53	0.47	56.87
Male	118	117	99.15	0.85	58.97
Female	94	94	100.00	0.00	54.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	47	47	100.00	0.00	29.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	133	99.25	0.75	65.41
Two or More Races	14	14	100.00	0.00	57.14
Socioeconomically Disadvantaged	110	109	99.09	0.91	44.95
English Learners	19	19	100.00	0.00	15.79
Students with Disabilities	26	25	96.15	3.85	28.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	50.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.3	24.3	21.6

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.

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 2019-20)

Parents at Parkview School are encouraged to participate in many activities including: Parent Teacher Organization, Family Nights, School Site Council, and other school-wide events throughout the year. Our counselor, guidance specialist, targeted case manager, principal, and teachers coordinate these activities; as well as, link families to community services and resources. Outreach is done through our weekly STEM Spotlight Newsletter, Remind, Twitter, Aeries Communication, the school web page and the School Messenger phone system. Contact the main office for more information.

Parkview has a very active Parent Teacher Organization (PTO) which puts on many community events at the school. It also helps raise money for projects around campus, Adventure Week, and teacher support for special projects and supplies that might be needed for such projects.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	4.1	2.1	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.2	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedures, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The Parkview students and staff participate in monthly fire drills, quarterly earthquake drills and a biannual Code Red drill. A school disaster plan has been developed which includes emergency procedures in case of fire, earthquake or other disasters. A copy is available in the office should you desire to view it. All visitors to the campus are required to check in through the office and wear a visitor's badge. Substitute teachers and substitute instructional aides sign in and wear substitute badges. Signs are posted at each entrance to the school that states this policy.

In addition to the drills that students participate in during the regular school day, the after school program also runs similar drill monthly to ensure that all students are safe and accounted for while on campus.

The current school site safety plan was adopted by the school site council on 9/19/19. It was distributed electronically to staff immediately following.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	21	1	2		22		3		20	3	1	
1	27		2		22		2		23		2	
2	22		2		26		2		23		2	
3	24		2		22		2		26		2	
4	25	1	2		22	2	1		26		2	1
5	30		3		26		3		21	1	3	
Other**	8	1			10	1			3	1		

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,752.30	\$3,950.60	\$7,801.70	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	0.6	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-2.8	-16.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Parkview receives the following funding:

- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds due to Free and Reduced Lunch qualifications. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- ASES (After School Education and Safety Program) to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Parkview is the STEM school and teachers are provided opportunities to attend paid professional development aligned to Next Generation Science Standards and CCSS throughout the school year. There are after school workshops that teachers can sign up to attend. The Professional Development is geared toward providing support to teachers and developing skills for teaching the CCSS.

The district is also providing paid training to staff on the implementation of GAFE: Google Apps for Education.

Reading/Language Arts and Math continue to be our primary focus for instruction with the infusion of the STEM program. Teachers are working to provide more STEM opportunities for their students through the core curriculum. Teachers have the opportunity for staff development throughout the year. We are focusing on the steps involved in the professional learning community development. The district is also focusing on data review at grade levels based on the information garnered during benchmark and state testing programs. The teachers meet regularly to discuss the findings and to consider program implications. These regular meeting times, Professional Learning Communities, are supported by professional development funds

Parkview teachers are in the process of implementing an engineering curriculum, "Project Lead the Way." Staff are given release time to plan and set up the program.

Several teachers have been trained in the Language Star ELD methods by Clark Consulting. All EL's are receiving ELD instruction four days a week.