Parkview Elementary School

520 A St • Taft, CA, 93268 • (661) 763-4164 • Grades K-3
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Taft City School District
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District Governing Board

Kieth McElmurry, President

Greg Mudge, Vice President

Mike McCormack, Clerk

Stacy Falgout, Member

Stacey Falgout, member

District Administration

Julie Graves Ed.D.
Superintendent

Nancy Hickernell Bonner
Assistant Superintendent

School Description

Welcome to Parkview School. At Parkview we believe that a successful educational program must include respect as well as cooperation between home and school. To achieve this goal, we encourage parents to participate in the decision-making process. With the help of parents and the community, Parkview strives to achieve its goal of educating every child to the fullest possible extent.

Parkview School is located in Taft and draws its student population from both incorporated and unincorporated areas of Taft . The school is within the city limits and has sidewalks, sewers, and public parks. Parkview School is one of four primary schools in the Taft City School District and serves up to 350 students in grades TK-3. Two Transitional Kindergarten classes are now in operation servicing 25 students in each from around the city of Taft. We are very proud of our TK classes and the amazing growth these students make to prepare for Kindergarten. Tremendous changes have been implemented in the areas of curriculum planning, staff development, student assessment, and intervention. We now have teacher leaders in each grade level who help to drive our curriculum development and implementation as well as our student achievement in test scores. Additionally, we have the Teacher Induction program and our District supports our interns, PIPS and STPS by providing mentors to these teachers. Parkview is proud that we received the 2016 and 2017 CA Honor Roll Awards for our State test scores.

Parkview Elementary School's Vision and Mission Statements

Mission
Taft City K-3 Schools as a learning environment will empower our students to be successful, responsible, and well-educated citizens.

Vision
Taft City K-3 schools will set the standard for excellence in public education, now and in the future.

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, 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	58
Grade 2	78
Grade 3	73
Total Enrollment	312

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.3
Hispanic or Latino	36.5
Native Hawaiian or Pacific Islander	1.3
White	54.2
Socioeconomically Disadvantaged	72.4
English Learners	16.7
Students with Disabilities	8.3
Foster Youth	0.6
Homeless	5.4

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	17-18	18-19	19-20
With Full Credential	9	9	11
Without Full Credential	5	5	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Taft City School District	17-18	18-19	19-20
With Full Credential	♦	♦	83
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at Parkview Elementary School

Indicator	17-18	18-19	19-20
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)
Textbooks are adopted from the most recent State-approved or local governing board approved list, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

All students in the Taft City School District receive the District's core curriculum, which is based on the State curriculum documents (including frameworks), State academic standards, reading and math task force reports, speci?c program requirement handbooks, or government reports.

The following is a list of materials/textbooks that are considered core curriculum in the Taft City School District. This information was collected on November 20, 2015.

Textbooks and Instructional Materials
Year and month in which data were collected: 09/11/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Transitional Kindergarten-Third Grade Reading/Language Arts McGraw Hill School Education Reading Wonders 2016 Fourth and Fifth Grade Reading/Language Arts National Geographic Learning/Cengage Learning Reach for Reading 2016 Sixth, Seventh, Eighth Grades Reading/Language Arts McGraw Hill School Education StudySync 2016 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Transitional Kindergarten-Third Grade Mathematics Houghton Mifflin GO Math 2015 Fourth and Fifth Grade Mathematics Pearson Scott Foresman Envision Math 2015 Sixth Grade Houghton Mifflin GO Math 2015 Seventh Grade Mathematics Houghton Mifflin GO Math 2015 Eighth Grade Houghton Mifflin GO Math 2015 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Transitional Kindergarten-Third Grade Reading/Language Arts McGraw Hill School Education Reading Wonders 2016 Fourth and Fifth Grade Science Harcourt Science 2000 Sixth Grade Science Science Voyages – Earth Science Glencoe2001 Science Voyages Life & Physical Sciences Glencoe2001 Seventh Grade Science Science Voyages – Earth & Physical Sciences Glencoe-McGraw2001 Science Voyages – Life Science Glencoe-McGraw2001 Eighth Grade Science Science Voyages – Physical Science Glencoe2001 Science Voyages – Earth & Life Sciences Glencoe2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Transitional Kindergarten-Third Social Studiess McGraw Hill 2019 Fourth and Fifth Grade Social Studies McGraw Hill 2018 Sixth Grade Social Studies Mcgraw Hill 2018 Seventh Grade Social Studies Mcgraw Hill 2018 Eighth Grade Social Studies Mcgraw Hill 2018 **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)

The school was built in 1955 and is in good condition. The District does routine maintenance during the school year and is informed of any areas of correction as needed. The school has 16 classrooms, a library media center, cafeteria/auditorium, and a large playground. The school has 1 full-time equivalent (FTE) custodian that ensures the cleanliness and safety for students and staff. We have teachers and aides on duty before, during, and after school to ensure student safety.

Parkview School was completely modernized in 2006 with bond monies voted for by area citizens. A new library media center was added as well as two modular buildings for classroom expansion.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. This included roofing, plumbing, heating, air conditioning, electrical systems, and interior or exterior painting. For the 2013-14 school year, the District budgeted $898,929 for the Deferred Maintenance Program. This represents 2.9% of the District's general fund budget. For the 2016-2017 school year, some new students desks were purchased, stage curtains were replaced, and for 2017-2018 the student beds in the nurse's office were reupholstered.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/13/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Hallways: Ceiling Tiles Missing or Cracked, Water Damage, Drinking fountain low pressure
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	48	37	39	50	50
Math	46	45	26	28	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	75	100.00	48.00
Male	33	33	100.00	45.45
Female	42	42	100.00	50.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	27	27	100.00	33.33
White	43	43	100.00	60.47
Socioeconomically Disadvantaged	54	54	100.00	40.74
English Learners	19	19	100.00	26.32
Students with Disabilities	12	12	100.00	8.33
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	75	100.00	45.33
Male	33	33	100.00	48.48
Female	42	42	100.00	42.86
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	27	27	100.00	33.33
White	43	43	100.00	55.81
Socioeconomically Disadvantaged	54	54	100.00	40.74
English Learners	19	19	100.00	26.32
Students with Disabilities	12	12	100.00	16.67
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

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)
Parent teacher conferences for all students are scheduled at the end of the first trimester and again in May. Progress reports are issued at the end of each trimester. Student Assistance Team Meetings are held regularly. A monthly calendar is sent home. The PTO meets about once a month and School Site Council (SSC) and English Language Advisory Committee (ELAC) meet approximately 6 times a year. The Parkview PTO meets almost monthly to help with fundraising and special events for the students.

For more information on how to become involved, please contact Heather Ward, Principal, at (661) 763-4164 or hward@taftcity.org.

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
Parkview School provides an environment that is safe and nurturing. School personnel supervise all school activities closely. We have staff on campus before school at 7:45 and after school duty as well. We teach and consistently enforce safety procedures for the playground, classrooms, and all other areas. All visitors enter through the secure main entrance and all gates remain locked throughout the day. The main office clears all campus visitors and staff members immediately report the arrival of any unidentified person on the school premises. All staff members, substitutes, and visitors wear ID tags. Additionally, the school staff is provided with a District Safety Handbook detailing procedures for action in the event of an unsafe event. We have monthly fire drills and bi-annual earthquake and lockdown drills.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August 16, 2019 at the teacher preservice meeting.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	4.4	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	19	1	4		20	1	4		25		4	
1	25		3		25		3		19	3		
2	21		3		26		3		26		3	
3	23		3		22		3		24		3	
Other**												

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Parkview School has minimum days every Wednesday for staff development, grade level meetings, and collaboration on implementation of Common Core Standards. During these days, our staff collaborates on lesson design, shares specific skills, attends workshops, discusses new curricula and technology, analyzes test scores, and participates in professional learning communities to implement Common Core Standards.

In 2015-16, preservice days and one No Student Day was held in October, 2015 for Staff Development. In 2016-17, a preservice day and an October No-Student Day were held and the focus was the new English Language Arts Curriculum and components. For the 2017-2018 school year, we had preservice days and new teachers were trained in EDI. Additionally, we had one no student day in October for Special Ed training training on Illuminate, our new student data system.

For the 2018-2019 school year, TCSD has contracted with Clark Consulting Services to provide training in Language Development and Acquisition for ALL students. Preservice days, early release Wednesdays and the NO Student Inservice Day for teachers will focus on this training.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,748	$49,378
Mid-Range Teacher Salary	$66,771	$77,190
Highest Teacher Salary	$89,284	$96,607
Average Principal Salary (ES)	$113,066	$122,074
Average Principal Salary (MS)	$108,745	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$160,040	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,138	$2,734	$7,404	$65,811
District	N/A	N/A	$7,831	$66,575.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.6	4.8
School Site/ State	-33.2	-12.6

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

These programs and services are provided at the school either through categorical funds or other sources that support and assist students: We provide Migrant Services, Bilingual Aides, and Transitional and Kindergarten Paraprofessionals.

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.