

Parkview Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

2022-23 School Contact Information

School Name	Parkview Elementary School
Street	12044 Elliott St.
City, State, Zip	El Monte, CA 91732
Phone Number	(626) 652-4800
Principal	Angelica De La Rosa
Email Address	adelarosa@mtviewschools.net
School Website	https://parkview.mtviewschools.com/
County-District-School (CDS) Code	19-64816-6020770

2022-23 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2022-23 School Overview

Located in the city of El Monte in the San Gabriel Valley, Parkview Elementary is one of 8 schools in the Mountain View School District. With approximately 1,028 students from TK through eighth are enrolled, currently Parkview is the largest elementary in Mountain View School District. Parkview houses the district's only TK-8 Bilingual/Dual Immersion Spanish program as well as an English instructional program. The school, as is the district, participating in class size reduction in grades transitional kindergarten to third. The current school wide ratio of students to teachers is 22 to 1. In our fourth to eighth grade classrooms, student enrollment is kept to no more than 32 to 1.

Parkview Elementary School's vision works to develop and maintain a learning environment that promotes the growth of each individual student to achieve their utmost academic, social, emotional, and physical potential. We maintain a commitment to providing a strong instructional program. Teachers, staff, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to meet the needs of an ever changing school population. All school personnel work hard to promote parental involvement in the educational process, offering comprehensive programs and guides for the benefit of both the student and the parent. Recommendations from the California State Standards serve as the model for defining the specific knowledge and skills each student needs. Based on the needs that exist due to distance learning during the pandemic as well as the expansion of the school, teachers are in agreement for the continuing implementation of Focus on Learning goals in Language Arts/ELD, Math, and Social Emotional Learning. Our vision has served as the light that guides the creation of goals in all curricular areas.

"Our mission is to maximize student achievement through rigor, respect and personal responsibility."

Leadership, knowledge, training, responsibility, and commitment propel us toward our mission and serve as the foundation for our climate of creativity and respect, high academic standards, and the strong partnership with our home and school community. The principal, Angelica De La Rosa, along with Deans of Instruction - Ryan Smith and Michelle Hamilton, lead Parkview Elementary School in its commitment to excellence in education. Leadership requires the participation of more than just administrators to succeed. Leadership teams and committees are formed to make major decisions, and consist of the principal, teachers, community members, and parents. There are three major leadership teams at Parkview Elementary School that were established to create a system of checks and balances. The Instructional Leadership Team is comprised of grade level representatives who hold meetings to discuss strategy implementation, school mission and vision, and vertically articulate schools programs and needs. The Site Leadership Team is comprised of Site representations from both labor management associations and meet to discuss school climate, members needs, and systems of support. The objective of the School Site Council is to ensure the school maintains its course as an effective tool for educating students through changing times.

Parkview is a Positive Behaviors and Intervention Support (PBIS) school that utilizes Second Step as a social-emotional curriculum. We teach our students to S.O.A.R. and to implement the concepts of Second Step. Our staff has been trained in these principles and we incorporate them into our daily interactions with each other, our students, and our parents. Teachers highlight those traits throughout the year and select one student from their classroom who exhibits those traits. The students are honored at our monthly student of the month assemblies.

In addition to the regular classroom curriculum, students at Parkview have opportunities to participate in a variety of extracurricular and extension activities. Reading is Fundamental (RIF) will continue to be included as a school-wide reading initiative. All students will participate in at least three reading events that promote literacy and, throughout the year, students will be allowed to take books home to keep in order to build a home library. Additionally, TK-K students and their families will participate in Raising a Reader where families receive weekly book bags to promote family literacy.

Students are recognized for a variety of achievements throughout the year. Trimester award assemblies are held to recognize students from each class for Honor Roll, attendance, academic achievement, other achievements and citizenship. Throughout the year all students may earn awards for reaching milestone points using the Accelerated Reader program and through our

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Reading Challenge. At the end of the year, awards are presented to students from each class in the areas of Language Arts, Mathematics, Outstanding Growth, Citizenship, as well as Perfect Attendance and Honor Roll.

Through State ASES funding, Parkview students have access to an after-school program, "THINK Together", that allows them to acquire homework assistance, healthy lifestyle education, physical activity, citizenship building, technology, and enrichment. Currently, over 125 students in grades TK-8 participate in the program.

Our goal in presenting you with the information within this report card is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

We want you to feel part of our "family" so if you have any questions about this report card, feel free to call our school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	80
Grade 2	76
Grade 3	83
Grade 4	101
Grade 5	92
Grade 6	105
Grade 7	199
Grade 8	207
Total Enrollment	1,037

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.0
Asian	5.2
Black or African American	0.4
Filipino	0.1
Hispanic or Latino	94.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.0
English Learners	55.3
Foster Youth	0.8
Homeless	12.2
Migrant	2.2
Socioeconomically Disadvantaged	80.0
Students with Disabilities	10.0

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

2020-21 Teacher Preparation and Placement

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)	28.90	96.67	247.70	96.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.30	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	3.33	6.40	2.49	18854.30	6.86
Total Teaching Positions	29.90	100.00	257.50	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.

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading/Writing Workshop K-6 (2017) McGraw-Hill California Study Sync ELA and ELD 7-8 (2017)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6-8 (2015)	Yes	0%
Science	Scott Foresman California Science K-6 (2008) Glencoe McGraw/Hill Science 7-8 (2007)	Yes	0%
History-Social Science	TCI Social Studies Alive! K-5 TCI History Alive! 6-8	Yes	0%

School Facility Conditions and Planned Improvements

Parkview School was originally built in 1954 for a growing student population. Currently our school serves approximately 1,028 students spanning the grades from Transitional Kindergarten to Eight grades in 50 classrooms that include three Special Day Classes. In addition, we have a counseling room, a library, and a multi-purpose room. All of our facilities are in good repair and receive basic cleaning on a regular basis. In addition, detailed cleaning is completed during vacation periods. Parkview will be undergoing construction in the next 2 years to enhance, upgrade, and expand our campus.

Parkview is a clean and safe environment for all stakeholders. A “deep” cleaning is provided to all rooms, work areas and restrooms during winter and summer breaks. Classrooms and restrooms are routinely serviced and immediately repaired. Such repairs are reported to our Maintenance and Operations department via an electronic reporting and monitoring program. Each year the school is inspected by the Los Angeles County Office of Education. The most recent inspection finds the campus in good condition. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority.

Parkview Elementary School maintains an environment that is conducive to every aspect of the learning process: from structural soundness of the facilities to discipline procedures. All buildings meet State building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by one full-time custodian and three part-time custodians. Our buildings provide a safe, clean environment for students, staff and volunteers. Classrooms, bathrooms and general areas are in good repair and receive basic cleaning on a daily basis. All facilities at Parkview Elementary School site have been inspected and found to be maintained in a manner that is clean, safe, and functional, and provide an environment that supports the quality education that Mountain View School District has set for our students. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly; 24-hour emergency personnel are kept on-call.

In May of 2020, major construction began on Parkview's underground infrastructure, sewage system, and plumbing. This is the first part of a multi-phase project that will take place over the course of the next 2-3 years and will encompass major structural and infrastructure improvements to the entire campus.

Year and month of the most recent FIT report

04/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles are stained (Classrooms 15, 25, 28, 37, Main Office, Staff Lounge)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Peeling paint on overhang (Classrooms 6 & 7)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	30	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	773	99.49	0.51	30.05
Female	388	386	99.48	0.52	32.12
Male	389	387	99.49	0.51	27.98
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	44	44	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	730	726	99.45	0.55	28.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	377	375	99.47	0.53	12.53
Foster Youth	--	--	--	--	--
Homeless	104	104	100.00	0.00	20.19
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	735	733	99.73	0.27	29.51
Students Receiving Migrant Education Services	21	21	100.00	0.00	33.33
Students with Disabilities	92	90	97.83	2.17	2.22

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	771	99.23	0.77	16.88
Female	388	385	99.23	0.77	15.63
Male	389	386	99.23	0.77	18.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	44	44	100.00	0.00	61.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	730	724	99.18	0.82	14.11
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	377	374	99.20	0.80	6.70
Foster Youth	--	--	--	--	--
Homeless	104	104	100.00	0.00	13.46
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	735	731	99.46	0.54	16.71
Students Receiving Migrant Education Services	21	21	100.00	0.00	19.05
Students with Disabilities	92	89	96.74	3.26	2.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	11.85	NT	12.28	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	287	99.31	0.69	11.85
Female	142	141	99.3	0.7	10.64
Male	147	146	99.32	0.68	13.01
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100	0	41.18
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	271	269	99.26	0.74	10.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	130	129	99.23	0.77	1.55
Foster Youth	--	--	--	--	--
Homeless	40	40	100	0	7.5
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	277	99.28	0.72	11.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	5.41

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.9%	98.9%	96.7%	98.9%	97.8%
Grade 7	96.4%	97.0%	98.5%	97.5%	98.0%

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.

2022-23 Opportunities for Parental Involvement

Parents are the cornerstone of our school. Teachers, staff, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to meet the needs of an ever changing school population. All school personnel work hard to promote parental involvement in the educational process, offering comprehensive programs and guides for the benefit of both the student and the parent. We promote parental involvement in the educational process and strive to give our parents support with a variety of presentations and classes. Our parents and community members are encouraged to participate in organized activities as well as various committees and councils established to preserve the vital line of communication between the school and the community. During the year, parents received trainings in immigration issues, English classes, Computer Literacy classes, fiscal responsibility, saving for college, parenting and SBAC reporting. As Distance Learning has posed challenges for family engagement, Parkview and the Mountain View School District have worked diligently to offer capacity building opportunities with training, classes, and individual support in technology integration at home. Additionally, our school and district have implemented the use of the Learning Management system, Schoology, to be able to post lessons, provide feedback, and communicate with parents in a single platform.

Parents are involved in our School Site Council and PAC meetings. Both the local community and Parkview Elementary benefit greatly from their collaboration and commitment to each other. All of our parent engagement activities are conducted in English and Spanish to meet the linguistic needs of our school community. Parent Advisory Council meetings are held five times a year. From these general meetings, we hold annual elections to select school representatives to the Superintendent's Parent Advisory Council, English Learner Advisory Council, and the School Site Council. Parkview parents are also instrumental members of our decision making process by participating in School Site Council (SSC), English-Language Advisory Committee (ELAC), and our Title I Parent Advisory Committee. The SSC is the primary governing body that meets regularly to provide guidance, allocate budgets and address school-wide concerns. Parents elected by their peers to these committees serve a term of two years and may be re-elected for additional terms.

In addition, we have formed a Parent Action Team (PAT). The PAT supports several academic and non-academic school-wide goals. Academic goals include improving test scores on Math and English Language Arts benchmark assessments. To meet these goals, the PAT team will assist with our Family Nights, as well as participate in workshops on related strategies and

2022-23 Opportunities for Parental Involvement

PESA (Parent Expectations on Student Achievement). Non-academic goals were written by the PAT team to increase community climate and student attendance.

The Community Liaison serves as an important bridge between parents and the school. If you wish to become involved in the school's activities, or simply volunteer to work in a classroom, please contact Parkview's Community Liaison, Edith Soto or Yuliana Diaz at (626) 652-4800.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1102	1077	448	41.6
Female	551	539	221	41.0
Male	551	538	227	42.2
American Indian or Alaska Native	0	0	0	0.0
Asian	54	54	6	11.1
Black or African American	4	4	3	75.0
Filipino	1	1	0	0.0
Hispanic or Latino	1043	1018	439	43.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	607	595	246	41.3
Foster Youth	8	8	2	25.0
Homeless	152	144	65	45.1
Socioeconomically Disadvantaged	1012	991	407	41.1
Students Receiving Migrant Education Services	24	24	9	37.5
Students with Disabilities	123	121	59	48.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.13	0.93	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.27	0.00	2.60	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.27	0.00
Female	2.00	0.00
Male	4.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.45	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	3.13	0.00
Foster Youth	0.00	0.00
Homeless	1.32	0.00
Socioeconomically Disadvantaged	3.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.07	0.00

2022-23 School Safety Plan

Safety is a chief priority at Parkview. For students to learn, they must feel safe and secure at school. As a PBIS school, a school-wide matrix of behavior expectations has been developed. Expectations have been developed for every area of the campus and adhere to our school motto, S.O.A.R. (Show responsibility, Offer your Best, Achieve, Respect self and others). Students are taught the specific behaviors that are expected and are praised for modeling SOARing behavior. Additionally, each grade level has developed their own classroom matrix following the S.O.A.R. motto. Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm. There are no expulsions to report during the most recent three year period. To promote a safe environment, students participate in assemblies discussing safety and bullying. Positive reinforcement is given for Students who S.O.A.R. while demonstrating good behavior, citizenship, attendance, and achievement in the form of awards, certificates, prizes, privileges, and other recognition.

The El Monte Police Department provides additional support with students and families through our School Resource Officer (SRO) program. Parkview is a close campus. Students attending Parkview Elementary School are under constant adult supervision. Aside from the supervision of their teachers during class periods, campus monitors supervise students during recess and lunchtimes. In addition, the campus monitors are on the grounds before students arrive in the mornings and ensure bus-loading/parent pick-up safety in the afternoons. There is a camera and a security gate installed in the front of the school. All visitors must notify the office by use of a buzzer prior to entering our campus, enabling office personnel to monitor and ensure that the safest environment is maintained for students.

In further striving to ensure student safety, Mountain View School District adopted the School Safety Plan in collaboration with the Los Angeles County Office of Education in March 3, 2022. The plan provides guidance in key elements of safety including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster and discipline procedures. The plan is discussed, reviewed with staff, and updated annually, and is available to the public through the school office. The next review and revision will take place in January 2023.

We hold monthly “disaster” drills that prepare students, staff and parent volunteers to react to real life situations and supported by our School Safety Plan. Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, and emergency lock-downs. These drills are practiced on a monthly basis. We also maintain an emergency storage bin stocked with fresh water and other supplies for use during a disaster.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	23		4	
2	26		4	
3	28	2	1	1
4	27		4	
5	32		2	
6	27		3	
Other	17	3	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	1	4	1
1	31	1	3	1
2	35		4	1
3	48		3	2
4	37	1	3	1
5	43	1	3	1
6	44		3	1
Other	14	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	3	
1	11	6	1	
2	13	5	1	
3	14	5	1	
4	14	3	4	
5	13	4	3	
6	9	10	3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	518.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,417	\$864	\$5,553	\$89,323
District	N/A	N/A	\$9,903	\$100,434
Percent Difference - School Site and District	N/A	N/A	-56.3	-11.7
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-17.1	2.3

2021-22 Types of Services Funded

With funds from the State and the Federal government, Parkview School utilizes funds to meet the academic and social-emotional needs of all of our students. The Single Plan for Student Achievement (SPSA) outlines our goals and our planned budgetary expenditures to meet them. Our School Site Council (SSC), made up of staff and parents, annually reviews and revises the plan and our progress toward meeting our goals. In addition, the SSC monitors the SPSA's cycle of implementation and improvement throughout the school year and seeks input from parent groups such as the Parent Action Team (PAT), the School Leadership Team, other school staff, and the English Language Advisory Council to update the plan as needed.

Parkview School is supported by multiple funding sources from both the State and Federal governments. Funds are used to pay for library services and books, classroom computers, instructional supplemental services, health clerk services, supplemental instructional materials, instructional software and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library technician, community liaison, health clerk, school counselor and computer technician. Parent Involvement and education is also paid for by LCAP and Title I funds.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,448	\$52,641
Mid-Range Teacher Salary	\$85,859	\$83,981
Highest Teacher Salary	\$110,243	\$107,522
Average Principal Salary (Elementary)	\$135,196	\$136,247
Average Principal Salary (Middle)	\$141,196	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$216,240	\$242,166
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Parkview is committed to staying at the forefront of educational learning. Every year for the past 4 years, teachers have engaged in at least 3 staff development days in order to support continued development of instructional strategies around common core standards as well as implementation of the district instructional framework. TK-6th grade Teachers at Parkview also meet either weekly by grade level for collaboration and professional development. This session is dedicated to continued work on consistent instructional teaching practices, continued development of school and grade level strategies, reflection on student performance data, and building grade level support. Additionally, 1-2 staff meetings per month are also dedicated to grade level collaboration and professional development. During the summers of 2021 & 2022, 10 Parkview teachers attended training to be able to incorporate AVID into 5th through 8th grades. Our Dual/Bilingual teachers continue to receive ongoing development to support the Pathway to Biliteracy.

As part of our instructional program, all teachers in TK-3 receive on going Professional Development in SEAL (The Sobrato Early Academic Language), strategies. SEAL training includes ongoing instruction in how to implement this research-based all-inclusive program that is based on thematic units of instruction. Training and planning time is built into the program, releasing teachers periodically to meet and plan upcoming units based on student data and needs. Through the SEAL Project (The Sobrato Early Academic Language), teachers have the opportunity to work with content experts and Teachers on Special Assignment (TOSA's) to improve instruction using best practices.

Parkview has focused heavily on aligning instruction to the California Common Core State Standards (CCCSS). Professional Development occurred in June 2019 during which teachers engaged in CAASPP data analysis, effective reading/language arts/writing strategies, SEAL, implementation of the District Adopted Language Arts program- Wonders, as well as the use of the Diagnostic Online Reading Assessment (DORA). As new data was not available, Parkview determined it would continue to use 2019 data and DORA and ADAM data from Fall 2021 to develop goals for 2021-2023. A continuance of the realignment of adopted materials to content standards will continue throughout the 2021-2022 year in order to ensure that Focus Claims and Targets were well addressed through explicit instruction. During distance learning, Parkview will utilize the District Standard Scope and Sequence as a base for further development. Additionally, Professional development for the 2022-23 school year is focused on the social-emotional needs of our students and staff.

The Parkview staff, Leadership Team, School Site Council, and Grade Level Teams meet throughout the year for the purposes of aligning instruction, analyzing benchmark/unit assessments and performance assessment results. There are 3 questions that guide all discussions: 1.) What are the barriers for students who have not met Common Core standards? 2.) What other supports will increase academic and personal success? 3.) How are we servicing our increasing English Learner population? Based on these discussions, professional development plans are continually monitored to ensure effective implementation and support.

Parkview School has 2 representative that serve on the district English Language Development Committee and 2 representatives that serve on the District Common Core Committee. These teachers assist other teachers through presentations, classroom modeling, peer coaching, and planning. District Teachers on Special Assignment (TOSAs) support through coaching, demonstration lessons, and resource support. Our Biliteracy teachers work closely with the District Leadership as well as the District ELD TOSA. Through weekly collaboration sessions, TOSA's meet with specific grade levels to provide additional instructional planning and strategy support.

Parkview teachers are all fully credentialed and have all received professional development on SBE-adopted instructional materials. The district offers full 3 days of professional development throughout the school year and teacher directed professional development the third Tuesday of every month in accordance with the district LCAP plan. Other additional professional development opportunities are available through site and district TOSAs, webinars, and structured classified and certificated professional development online and weekly collaboration sessions. Site professional development occurs as needed through site staff meetings and grade-level collaboration meetings.

Each year professional development is based on student data and teacher needs. During the 2021-2022 school year professional development focused on trauma informed practices (Classroom Culture). During the present school year, the priority has included School Safety Training - Active Shooter, Child Abuse Awareness, Mental Health/Self-Care, TCI (History-Social Sciences), and content area professional development. Currently, all certificated staff and some classified staff are being provided on-going Classroom Culture support. The classified staff has also received professional development on how to use different technology platforms and programs to support teachers, student learning, and parents. Continuous professional development focuses on professional growth and the development of knowledge and skills for all employees resulting in improved student academic performance.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

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